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ABSTRACT

Second in a series of five, the document presents abstracts of 29 cooperative adult education programs selected from across the nation. The format of each abstract includes the following information: (1) cooperating parties--private industry and State educational agency; (2) cooperation--type of activity provided by each party; (3) purpose--overall purpose and area of focus; (4) participant characteristics; and (5) abstract information--program overview, areas of concern, and additional information. The cooperative adult education project focused upon the area of industry/education cooperation, and the main concern was not to evaluate existing programs but to use them as a guide to determine what type of programs should exist. Parameters which defined programs for inclusion in the study included: (1) cooperation between private business, industry, or group of industries and a State educational agency; (2) contribution of at least one of the following by each organization--direct funding, participant or teacher release time, intensive planning, facilities, and equipment or materials; (3) participants must be adults; and (4) program focus must be on job skills training, basic education, computational skills, writing, speaking, or English as a second language. Of the 29 programs described, 21 are inplant programs offered for employees only. Appended is a list of the project advisory committee. (KH)

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ABSTRACTS OF SELECTED COOPERATIVE ADULT EDUCATION PROGRAMS

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June 1975

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Washington, D.C. 20202

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The development of this publication was completed under the sponsorship of the United States Office of Education, Bureau of Occupational and Adult Education, Division of Adult Education.

We would also like to make special recognition of the dedicated assistance of Mrs. Ruth Wymer, Project Secretary, for transforming the telephone interviews into the enclosed program abstracts. Also acknowledgements are in order for each of the local program directors' revisions of the initial abstracts.

Special thanks go to the fourteen consultants who assisted the project staff in developing criteria for identifying, selecting and reviewing Cooperative Programs throughout the Nation. A list of the consultants is found in Appendix A of this publication.

These cooperative adult education publications are available under the sponsorship of the United States Office of Education in cooperation with The Center for Vocational Education and The Ohio State University.

Robert E. Taylor
Director
The Center for Vocational
Education

PREFACE

ABSTRACTS OF SELECTED COOPERATIVE ADULT EDUCATION PROGRAMS

Cooperation between private industry and State supported educational agencies for programs to serve adults with less than a high school education is a reality in many of the 50 States and Territories. The purposes of these programs vary from specific skill training to preparation for taking the General Equivalency Development (GED) Test. Whatever the purposes, the way in which these programs are developed and carried out may serve to aid similar such efforts in the future.

Contained in this Abstracts of Selected Cooperative Adult Education Programs are 29 reports. These reports briefly describe the cooperative efforts of private industry and education. The 29 programs were selected from the 100 plus programs contained in project publication No. 1 -- A Partial Listing of Cooperative Adult Education Programs.

The project, out of which this publication (Abstracts) was developed, identified as many such programs as possible within the limits of time and budget. Further details on the process used in arriving at the listing and these abstracts are contained in the Introduction section of this publication.

This publication is the second in a series of five (5) products which grew out of the Cooperative Adult Education Project* carried out by The Center for Vocational Education at The Ohio State University and sponsored by the United States Office of Education. The other four products include:

- Partial Listing of Cooperative Adult Education Programs (No. 1)

- Case Studies of Selected Cooperative Adult Education Programs (No. 3)

*Project title: Identification and Assessment of Existing Models of Cooperative Industry and State Administered Adult Education Programs.

- Guidelines for the Development and Study of Cooperative Adult Education Programs (No. 4)

- Discussion of Industry-Education Cooperation for Adult Learning (No. 5)

All five of these publications are available from The Center for Vocational Education, Product Utilization Section, at cost.

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INTRODUCTION

> I propose a great new partnership of labor and educators. . . Accordingly, I have asked the Secretaries of Commerce, Labor and HEW to report to me new ways to bring the world of work and the institutions of education closer together.

With these words President Gerald Ford in August 1974 proclaimed a new emphasis for industry/education cooperation across the United States.

As with any new thrust, it is important to look at what is currently happening and to study those efforts which may offer models for future development and refinement. No new emphasis can begin in a vacuum, without knowing what has happened and what is currently happening. Otherwise, the "wheel" is constantly being reinvented, and there is a loss of the experience persons in the field have built.

Thus, the overall goal for this Center for Vocational Education project sponsored by the U.S. Office of Education was to identify, study and disseminate information about programs which are currently in existence in order that the programs themselves may act as models and their experience may improve future collaborative efforts.

Programs Under Study

The field of industry/education cooperation is very large and may be represented as a pie in Figure 1. Included in this pie are pieces (or programs) such as distributive education for high school students. Even the field of cooperation for adult education is large. There are management development programs, college/industry exchange, and tuition reimbursement plans available in almost all industries and businesses. Thus, interaction is ongoing everyday and covers many levels of cooperation from fee reimbursement to actual teacher/worker exchange. Therefore, it would be nearly impossible to cover the whole range of adult education in cooperation with business and industry in one study.

This project focused its attention on one piece of the pie, the area of industry/education cooperation, as represented in Figure 2. Not that any of the other pieces or types of programs are less important; but, in order that a more complete study may be undertaken and to provide the specific information requested by the U.S. Office of Education, the project was limited to this one area of cooperative education efforts.

FIGURE 1.

THERE ARE MANY TYPES OF COOPERATIVE PROGRAMS

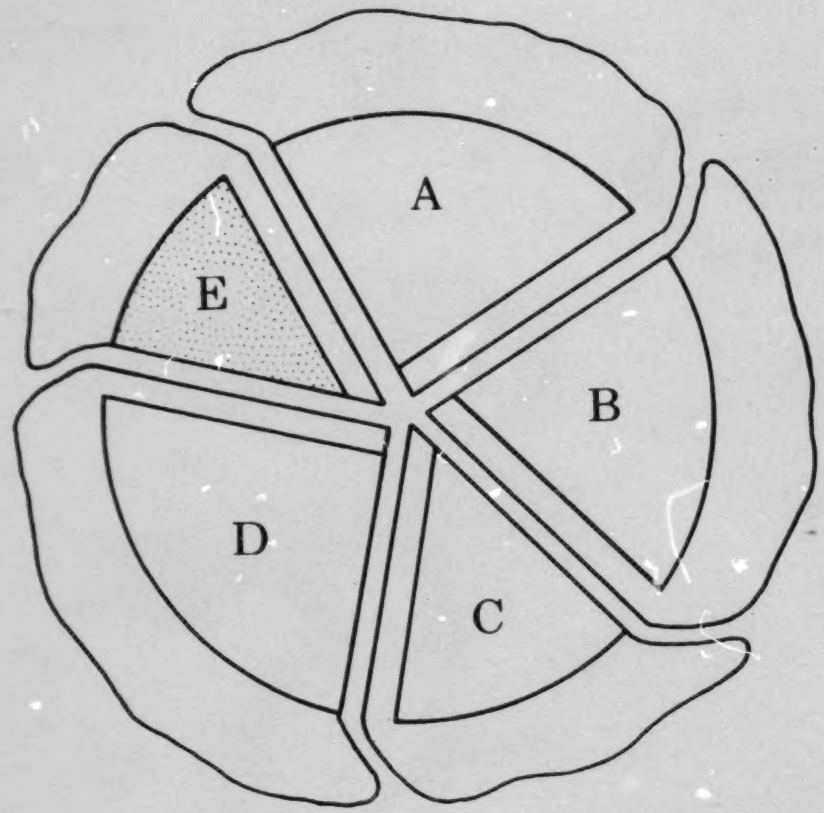
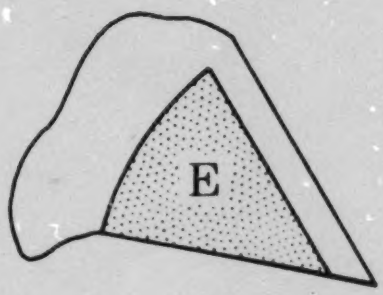


FIGURE 2.

COOPERATIVE PROGRAMS
FOR ADULTS WITH LESS THAN
A HIGH SCHOOL EDUCATION



The programs under study may be further defined by the following parameters:

1) Programs must be cooperative between a private business, industry or group of industries and a state affiliated educational agency such as a local school, a community college or state department. Some possible programs which would be ruled out by this parameter include programs with labor organizations, community service organizations, other parties of state government, and programs which are basically of a federal nature, that is programs such as the Manpower Development and Training Act (MDTA) and the National Alliance of Businessmen (NAB). However, it may be that federal funds are funneled through the state for programs which are included in this study. The difference is mainly that most control still would remain at the state or local level rather than in Washington.

2) The cooperative arrangement may be formal or informal but the result must have both organizations contributing one or more of the following: direct funding, participant or teacher release time, intensive planning, facilities, equipment or materials. Programs which may be excluded by this parameter are those where the private industry simply pays tuition for its employees who take courses on their own.

3) The program must be primarily for participants who are adults (i.e. over 16 and assuming adult roles); who have less than a high school education and who are not enrolled in a full or part-time traditional diploma-seeking program. This parameter would exclude programs for anyone with more than a high school education in the graduation certificate sense. Also, it would rule out distributive education programs for high school seniors who may indeed be over 16 but are still in a traditional diploma program.

4) The program may include any one or more of the following areas: job skill training, basic education, computational skills, writing, reading, speaking or English as a second language. The teaching of these may be in the form of preparing for the General Equivalency Development Test (GED), skill training, any of the skill trades, on-the-job training, pre-employment education, or up-grading. This parameter would exclude programs for leisure activities.

All of the above parameters must be met for a program to be included in the study. They were designed to focus the effort on a specific population of programs aimed at aiding educationally disadvantaged adults. There are many fine programs across the United States which do not fit all of these parameters and they are worthy of close attention, but this project sought to direct its study to those which met the above criteria.

The Method

As an introduction of how the product herein enclosed came about, a review of the project method is provided. The reader may wish to review this section before delving into the product as it may answer many questions.

The project may be thought of in two phases, identification and study. The identification phase consisted of contacting some 15,000 persons, inquiring as to whether they knew of programs which met the parameters listed above. Contacts were made with all public community and junior colleges in the American Association of Community and Junior Colleges, all public school districts with over 3500 students, all members of the National Council of Local Administration in Vocational Education, all state and regional directors of adult and vocational education as well as a host of other suggested and identified persons.

Once a reply was received from the original mailings, follow-ups were sent where people said they personally did not have a program but knew of someone who did. This follow-up process refined the list down to some 238 persons who were identified as potential directors of cooperative adult education programs as have been defined above.

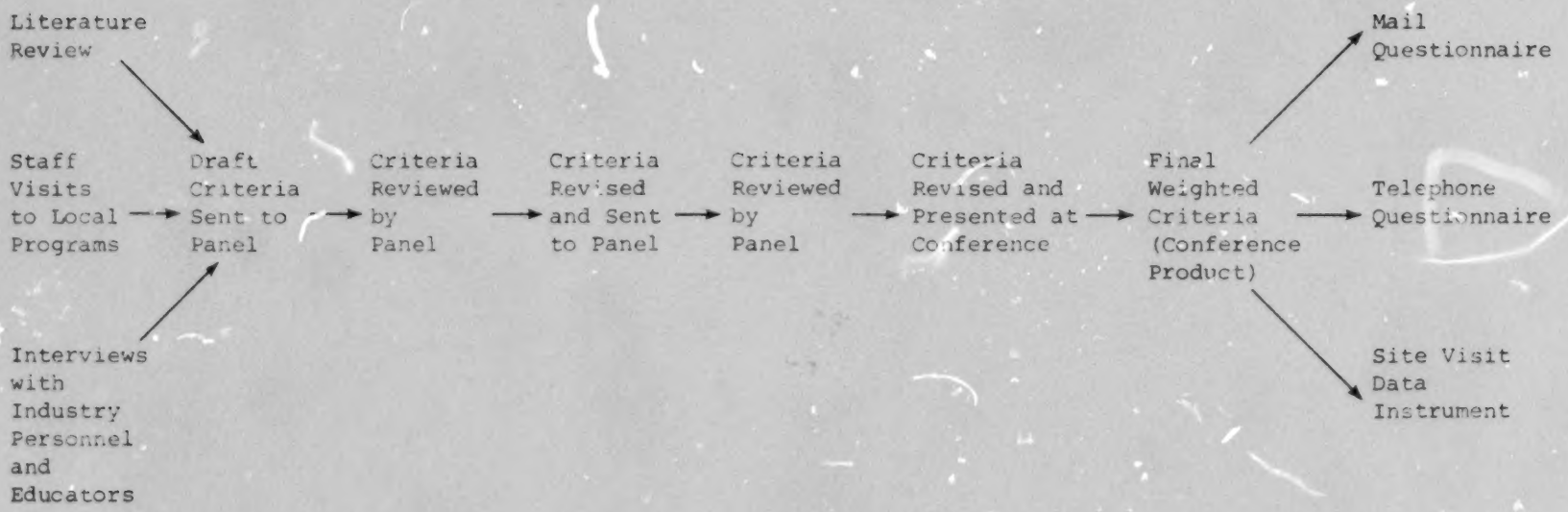
With all of these contacts, mailings, and follow-ups, it is still clear that not all programs in the United States have been identified. As was stated in the Preface of this publication, the goal of the project was not to identify all the cooperative programs in America, but to study a sufficient number to provide information for decision making and fostering other such efforts.

The study phase of the project began with the development of criteria by which the identified programs could be examined. The process by which these criteria were developed may be seen as Figure 3.

A literature survey was performed on cooperative adult education, the project staff made visits to local sites and interviews were conducted with industry and education personnel. The information gained in this way was used to produce a set of draft criteria which was then sent to a select panel in the first step of a modified Delphi type technique.

FIGURE 3

CRITERIA DEVELOPMENT PROCESS


Literature Review
Staff Visits to Local Programs
Interviews with Industry Personnel and Educators
Draft Criteria Sent to Panel
Criteria Reviewed by Panel
Criteria Revised and Sent to Panel
Criteria Reviewed by Panel
Criteria Revised and Presented at Conference
Final Weighted Criteria (Conference Product)
Mail Questionnaire
Telephone Questionnaire
Site Visit Data Instrument

The panel was made up of representatives from industry, adult educators, state department of adult education directors, labor organizations and local program directors. This panel was selected for their representative views and expertise in cooperative education. A listing of the panel may be seen as Appendix A.

As Figure 3 shows, there were two revisions of the criteria by the panel members individually and a conference was held when the criteria were finalized and weighted. These final, weighted criteria were used to develop the three information-gathering devices.

The mail questionnaire was sent to the 238 program directors which were specified from the identification phase. Seventy-one of the program directors responded that they were currently carrying on programs which met the parameters. Many directors reported more than one program. Thus, a total of 108 programs were identified and reported in the product name A Partial Listing of Cooperative Adult Education Programs.

From this group of 108 programs, 29 programs at 29 different sites were selected for telephone interviews. The project staff contacted the 29 program directors and gathered information by means of an interview schedule developed using the criteria which the panel had arrived at. Thus, as shown in Figure 3, criteria which were developed and weighted by the panel were the basis for both the mail and telephone questionnaires.

The information gained from these 29 telephone interviews was then formed into the abstracts which became the product known as Abstracts of Cooperative Education Programs. The directors of the programs reviewed and corrected these abstracts prior to their publication.

A final step in the study came with the selection of five programs out of the twenty-nine to receive an on-site visit by members of the criteria development panel and project staff members. The five (5) site visits, conducted during May and June of 1975 were of two to three days duration and resulted in the development of five (5) case study reports which make up the product known as Case Studies of Selected Cooperative Adult Education Programs.

The Criteria

The development of the criteria by the panel followed something of a needs assessment process in that the main question asked was, "What ought (in the ideal sense) to be a part of a good cooperative adult education program?" Thus, the concern was not what exists but rather what ideally should exist. This allowed the criteria to be used, not in an evaluation sense, but as a guide to look at what does exist.

The criteria identified twelve wide areas of concern and under each of these a varying number of more specific statements clarified the general topic. These specific statements formed the basis for the development of the questionnaire, telephone interview and site visit data gathering instrument.

As the abstracts are viewed these twelve areas have been identified and information relating to them has been gathered and reported. Below are brief descriptions of the twelve areas and the topics they cover. It will be helpful to review these before viewing the abstracts themselves.

1. Needs Assessment

   Here the concern is whether a needs assessment was performed either formally or informally; how the program was seen as needed. What information was gathered and if the need was thought of in terms of industry needs, individual development needs or a combination of these.

2. Objective Setting

   Who was involved in the setting of objectives and how are they related to needs is the focus of this section.

3. Staffing

   Here the concern is who is the staff, what are their responsibilities and what are their backgrounds. Also, the area would focus on the in-service training available to the staff. Special interest will be on adult education backgrounds and training.

4. Procedures and Materials

   This section is large and focuses on the various materials and procedures used in the programs. Also included is information on class sites though a visit of these classrooms is one of the last things planned during the time spent at the site.

5. Pre-Planning

   The objective of this area is to learn about the planning that went on prior to program start-up. Who was involved, and were documents produced are two questions related to this concern.

6. Funding and Materials

This area is concerned with budget. Not how much, but how is the budget maintained, by whom and if there is a contractual agreement between the cooperative parties. Also this area would include whether the participants had to pay anything and if materials were received from "other" sources.

7. Administration

The focus of this section is on who takes care of the day-to-day operation and what are these responsibilities.

8. Job Placement

Not all programs have a job placement component, but for those that do this concern aims at finding out how it operates. For those who don't have such a component, the concern may seek to learn how participants may use the program to further his or her individual career development.

9. Communication

This area is concerned with how communication is maintained between the two parties and between the program and participants. Who's responsibility is this communication?

10. Evaluation

Here the emphasis is on how the programs' success is measured. Evaluation data needs vary with programs but a concern is how does the evaluation relate to the objectives of this program. From whom is the evaluation data gathered?

11. Recruitment and Selection

How are participants recruited and selected for the program? What are the promised benefits for participants and how are these communicated?

12. Counseling

Here the concern is with what counseling services are available, if they are used and how have they been developed.

Additional Information

In case study reports some important information is missed because the right question was not asked. This area is a catch all area where the program director can explain strengths and weaknesses of that particular effort. Also, many sites have more than one program and this area can be used to contrast these other efforts with the main program under study.

GUIDE TO THE USAGE OF THE ABSTRACTS OF COOPERATIVE PROGRAMS

Format

Each of the programs are described in abstract form highlighting the following information:

1. Cooperating Parties

   The cooperating parties include the private industry and the state educational agency. There may be more than one individual or agency identified under each of the headings Industry and State Affiliated Agency.

2. Cooperation

   The type of cooperation activity is described in this section such as providing for materials, release time for students and providing instructional supervision.

3. Purpose

   This section identifies the overall program purpose, specifying adult basic education, General Equivalency Development test (GED) preparation, skill training, English as a second language (ESL) and combinations of these activities.

4. Participants

   This section identifies the basic information about participants including an age classification, high school completion, and employment status.

5. Abstract Information

   This section has three general categories--a brief program overview, twelve areas of concern, and additional points.

   . Brief program overview

   This section briefly describes the program, its background or history, and major contributors to the conduct of the program.

. Twelve areas of concern

  This section contains information about the program related to the specific areas of concern as decribed in the previous section. Those areas should be reviewed before attempting to read the abstracts.

. Additional points

  This section contains information about other program related activities which should be of interest to the reader.

Date of Operation

To the knowledge of the editors, the programs described herein were in operation some time during late 1974 or early 1975. Since these efforts often phase in and out according to needs, there is no guarantee that these same programs are in operation as of publication of this report. However, this should not present a problem since the experience of these efforts may still be useful to the reader.

Multiple Contact Persons

In many of the program abstracts there are multiple contact persons both from the state educational agency and the industry. When this is the case, the first person listed would be the initial contact for additional program information.

Multiple Industries

In a few cases certain state educational agencies work cooperatively with a large number of industries. When this is the case, a note is made in the abstract directing the reader to an attached listing of industries.

Organization

The twenty-nine cooperative adult education programs are listed by state.

ABSTRACTS

COOPERATING PARTIES

Industry

Alyeska Pipeline Service Company
1815 South Bragaw Street
Anchorage, Alaska

Mr. Glenn H. Lundell, Manager
Alaska Manpower Resources
1815 South Bragaw Street
Anchorage, Alaska

Mr. Ed Smith, Manager
Alaska Association of General Contractors
3201 Spenard Road
Achorage, Alaska

Mr. Al Noll, Training Coordinator
Hotel and Restaurant Union
Box 4-2500
Anchorage, Alaska

State Affiliated Agencies

Gerald Hiley, Coordinator
Department of Education
Division of Adult and Manpower Programs
Pouch F
Juneau, Alaska

Art Zillig, Regional Manager
Department of Labor
Box 2240
Anchorage, Alaska

Robert Booher, Director
Alaska Skill Center
Box 615
Seward, Alaska

Dale Reeves, Chief
Office of Vocational Rehabilitation
910 MacKay Building
338 Denali Street
Anchorage, Alaska

OTHER AFFILIATED AGENCIES

Lawrence B. Matson
Bureau of Indian Affairs
340 East 4th Avenue
Anchorage, Alaska

COOPERATION

Industry

- Provides funding for staff
- Supplies and materials used in the training of employees

State Affiliated Agency

- Provides supervision
- Instruction facilities
- Funding (skill center)

PURPOSE

Skill training and related instruction

PARTICIPANTS

- All over 16 years of age - most have not completed high school
- Average grade level - 8th grade

PROGRAM

Skill training supplemental with adult basic education and GED instruction

ABSTRACT INFORMATION

The Alaska Skill Center was created by the State of Alaska as an Adult Vocational Training Center located in Seward, Alaska, September 1969. Training programs have been MDTA orientated using their recruitment and stipend guidelines. The Center is operated by the State of Alaska, Division of Vocational Education. It has four primary training areas which are: Office Occupation, Building Maintenance, Food Service and Mechanics. These training areas (clusters) are flexible in order to enable diversification into special training projects to meet Alaska's expanding economic and employment markets.

Industry, the Department of Education, the Department of Labor and labor unions coordinate efforts into identifying job skills which meet employment demands for specific occupations.

Pipeline related training may be conducted within contractual agreements, whereas, unions do some cooperative instruction with Alaska Skill Center providing room and board, counseling, recreation, adult basic education, etc. Other training programs are conducted by the Skill Center instructors with Alaska Association of General Contractors, Alyeska and unions assisting in the development of curriculum. Individuals applying for training are referred through A.M.U.S. (Alaska Manpower Utilization System) which coordinates final screening, selection by unions and Department of Labor at which time students are scheduled for training. The Department of Labor, Employment Security Division maintains a staff located at Alaska Skill Center to coordinate enrollment, payments of student stipends, placement and student follow-up after training. Statistics are kept relating to pre-training employment wages versus post-training wages for studies relating to program evaluations.

The particular program discussed in the abstract is the training for "Bull Cooks" (the Cook's Helper) at pipeline camps. The training is eight weeks in length.

1. The program was developed because Alaska Hotel and Restaurant Union, and the AGC identified the need for cooks' helpers at pipeline camps. This was discussed with union representatives and Alaska Skill Center staff, resulting in a specific short term training program for "Bull Cooks."

2. Program objectives were set involving industry (the Association of General Contractors), education (State Department - Division of Vocational Education) and union representatives (Alaska Hotel and Restaurant Employees Joint Employers Union Apprenticeship and Training Trust).

3. The Alaska State Department of Education provides financial support for instructors for the various programs. Instructors are usually hired from industry. One of the criteria for employing instructors is experience in the program content area.

4. The instructional materials are developed by the Skill Center staff with AGC and union participation. Basically materials development process includes a description of the occupation, discussions with the Association of General Contractors and union representatives, preparation of materials, final approval by the Association of General Contractors and unions. Classes are held at the Skill Center in Seward, Alaska. Students live at the Skill Center. The Skill Center is open seven days per week, twenty-four hours per day.

5. Pre-planning activities involved industry, education, contractors and union representatives in the initial discussion of a needed curriculum or training area and as the program is being developed.

6. There is a formal written agreement or proposal for each training program involving Alyeska Pipeline, the Association of General Contractors, unions and the Skill Center. Students are given a stipend to cover their personal costs while at the Skill Center. Their instructional costs are paid by the cooperating parties.

7. Mr. Robert Booher is the Project Director of the Alaska Skill Center at Seward and is the administrator in charge of day-to-day operations of various cooperative programs.

8. Trainees are placed on the job either at or before completion of the program. In the case of "Bull Cooks," trainees are placed in positions with pipeline camps during the eighth week of training.

9. Close communications are maintained between industry (Alyeska Pipeline Company), the Association of General Contractors, unions, Skill Center staff and the Alaska State Department of Education. Participants are interviewed upon arrival at the Center and provided information about the skill training area, facilities, and Center services.

10. Measures of success include compietion of the training program, placement on the job, and progress in the skill area (promotions, etc.). The Skill Center conducts follow-up surveys to determine the progress of trainees on the job.

11. Recruitment and selection of trainees for the program includes the announcement (Alaska Manpower Utilization System), screening, and placement of trainees at the Skill Center. Industry, contractors, unions and Skill Center staff are involved in the recruitment and selection process.

12. Counseling services are available at the Skill Center for trainees and their families. Counseling centers are open seven days per week, twenty-four hours per day. In addition, other services and facilities are provided for the trainee and his family, e.g., recreation, health care, etc.

ADDITIONAL POINTS

Private industry has provided the Skill Center with equipment and hardware which support the total center program, e.g., training aids, computer equipment, etc.

ALASKA SKILL CENTER PROGRAM

ATTACHMENT

PROGRAM	COOPERATING AGENCY	INDUSTRY
Highway Maintenance and Equipment Operation	State Department of Highways Department of Labor Department of Education Bureau of Indian Affairs	

Graduated and went to work for State Department of Highways. Training was phased out at completion of program.

ABE Teacher Training 7/16/73 to 3/16/74 No. trained 22	University of Alaska Village Councils Department of Education Department of Labor	

Trained ABE teachers for Bush communities. Program has concluded.

Village Management 6/21/74 to 12/21/74	Department of Education Department of Labor Bureau of Indian Affairs	Village Corporations

Accounting and administrative skills for employment with Native Corporations.

Teamster, Tireman, Oiler, Greaser	Department of Education Department of Labor Bureau of Indian Affairs	Teamster Union Alyeska Pipeline

Trained 90 students for pipeline related jobs.

State Operated School Cooks	Department of Education Department of Labor Bureau of Indian Affairs	State Operated Schools Tri-Trade Union

Trained cooks for SOS - hot lunch program throughout the state of Alaska. This program is ongoing each summer.

PROGRAM	COOPERATING AGENCY	INDUSTRY
Teamster Surveyor 2/22/74 to 5/7/74	Department of Education Department of Labor	Teamster Union Alyeska

Trained 30 students for pipeline construction.

Computer Operators Present	Department of Education Department of Labor	Calista Native Corporation Alyeska Boeing Computer

Twenty students presently in training for employment at pipeline camps.

Labor Union Training 5/20/74 to 1/13/75	Department of Education Department of Labor	Labor Union Alyeska

Trained 214 students (30 students per four-week course) for pipeline employment.

Camp Counselor Present	Department of Education Department of Labor	Alyeska Becktel Fluor

Thirty students will be trained for pipeline camps.

Equipment Operators Present	Department of Education Department of Labor	North Slope Borough

Eighteen students presently in training for equipment operators for N.S.B. to maintain roads, airports, etc.

Structural Steel Workers Present	Department of Education Department of Labor	Ironworkers Alyeska

Students are being trained for pipeline orientated jobs.

COOPERATING PARTIES

Industry

Alabama Metal Forming Company
Pell City, Alabama 35125
Mr. Jay Pitts, Manager

State Affiliated Agency

Alabama Industrial Development
Training Program
Room 872
State Office Building
Montgomery, Alabama 36104
Mr. George Howard

John Pope Eden Area Vocational
Center
Ashville, Alabama 35953
Mr. Thomas Griffith, Director

COOPERATION

Industry

- Provides personnel

State Affiliated Agency

- Provides facilities and training space (Vocational Center)
- Provides instructors
- Provides materials

PURPOSE

To train welders.

PARTICIPANTS

- 16 years of age or older
- Most have less than high school education
- Company employees

PROGRAM

Skill training - includes the teaching of the basic skills in electrical oxy-acetylene welding, all types and positions, using manual mig, tig, etc. but tailored directly to fit the needs of this industry.

ABSTRACT INFORMATION

The program was developed in cooperation with the Alabama Metal Forming Company and the Alabama Industrial Development Training Unit (A.I.D.T.U.). During the initial discussions with Alabama Metal Forming Company personnel, the A.I.D.T.U. representative involved personnel from Pope John Eden Area Vocational School. The three parties planned the program to meet company needs.

1. The needs assessment was based upon initial discussions with the company concerned. This is accomplished through a manpower analysis and a projected manning table listing the skills the company wishes to train in and the number of people needed in that skill area by a projected date.

2. Program objectives were identified during the initial planning phases of the program. This is done jointly with company officials and an A.I.D. training representative once all relevant information is gathered (manning tables, determination of skills necessary, time tables, and determination of length of training necessary).

3. Instructors from Pope John Eden Area Vocational School were identified for the training program.

4. Eight individuals are participating in the 72-hour program. Classes meet three hours per week at P.J.E. Area Vocational School. The training is designed to produce skilled welders for the Alabama Metal Forming Company.

5. Pre-planning activities included those initial conversations with the cooperating parties. After initial discussions with company officials, and objectives had been outlined, the instructor (in this case, one from the trade school), A.I.D. training representative, and company officials determined the exact content of the training.

6. There is no formal signed agreement or contract used in the program. There is a "Letter of Commitment" which (after all discussion and objectives are outlined by A.I.D. training, the company, and the trade school) outlines in detail what A.I.D. training's responsibilities are as well as those of the company and the trade school.

7. The program administration is shared between the company and the area vocational school. Instruction and supervision is the responsibility of the area vocational school. The A.I.D.T.U. pays for the instructors' time and the purchase of program related materials.

8. As individuals are trained to meet certain standards they become eligible for placement by the Alabama Metal Forming Company.

9. Although there is no formal plan the cooperating parties do discuss the program periodically regarding successful completion by participants and program content.

10. The prime criteria for success is the completion of assigned training and eventual placements of individuals in production welding for the company.

11. Program participants are identified by personnel at the Alabama Metal Forming Company.

12. Any counseling that takes place is generally of an informal nature revolving around the skill level and skill progression of any particular trainee. In other words, "letting him know how he is doing." Other than this, there are no "formal" services offered by the trade school in the area of counseling.

COOPERATING PARTIES

Industry	State Affiliated Agency
Martin Industries 3414 Governors Drive Huntsville, Alabama Mr. Bill Sefton, III Vice President	Huntsville City Schools 2627 Hall Avenue, N.W. Huntsville, Alabama 35805 Dr. James Mason Director of Adult Education

COOPERATION

Industry	State Affiliated Agency
· Provides instruction site · Recruits participants · Required books and materials	· Provides instructor · Provides programmed instructor materials · Provides films, tapes

PURPOSE

Program is designed to upgrade the educational level of employees of Martin Industries in order that they might meet company requirements for promotions and for self-improvement.

PARTICIPANTS

- Over 16 years of age
- Most with less than high school education
- Full-time plant employees

PROGRAM

Adult Basic Education (ABE) and preparation for taking the General Equivalency Development test (GED).

ABSTRACT INFORMATION

The program was started as a result of Mr. Sefton being on the Huntsville City Schools, Adult Education Advisory Committee. He identified a need for some of Martin Industry employees to have a high school education or General Equivalency Development Test to qualify for promotions.

1. While no formal needs assessment was undertaken, there was a need for Martin Industry personnel to be upgraded and promoted. The direct benefits of the educational experiences are salary increases.

2. The program objectives are for the upgrading of employees and to pass the General Equivalency Development test.

3. The program instructor is employed by the Huntsville City School. This particular instructor is also the night school coordinator for adult education. The instructor works with each participant to identify individual learning needs.

4. The program is primarily GED and ABE related instructions. Individualized materials are used in the program. The materials are specifically designed for individual use. The Cambridge GED Preparation Booklet is used to acquaint participants with the nature and form of questions found on the GED test. The instruction program is conducted at the Martin Industries plant.

5. The pre-planning activities for the program consisted mainly of conversations between Mr. Sefton and the Adult Education staff at Huntsville City Schools.

6. There is no written contract between the cooperating agencies. A "Gentlemen's Agreement" is the bond for conducting the program. The school pays the instructor's salary and provides supporting materials (e.g., films, tapes, etc.). Martin Industries provides the instruction area at the plant plus pays for materials required by participants.

7. The program is administered by Dr. Mason, Director of Adult Education and the program instructor, Mrs. Sheila Guest, with the assistance from Martin Industries staff.

8. Program participants are upgraded and in some cases promoted with salary increases.

9. Announcements and fliers describing the program are made available in the plant. An awards banquet is provided for all persons completing the GED requirements in the Huntsville City Schools area (e.g., participants from Martin Industries and other programs).

10. No formal evaluation plans are evident at this time. Measures of success are that participants in the program do complete the GED requirements.

11. Program participants are recruited by Martin Industries.

12. No formal counseling procedures are associated with the Martin Industries program. However, Huntsville City Schools Adult Education program does provide counseling assistance for employed adults.

ADDITIONAL POINTS

The oral agreement between the cooperating parties provides flexibility in the program. Martin Industries provides parking facilities for the Huntsville City Schools Adult Education mobile learning laboratory.

COOPERATING PARTIES

Industry	State Affiliated Agency
Halstead Metal Products Highway #1 North Wynne, Arkansas 72396 Mr. Clyde Allen Personnel Manager	Crowley's Ridge Vocational-Technical School P.O. Box 925 Forest City, Arkansas 72335 Mr. Clifford W. Millard

COOPERATION

Industry	State Affiliated Agency
· Provides the instructor · Provides facility · Provides materials · Pay participants	· Provides planning assistance

PURPOSE

Upgrade maintenance personnel in occupational fields (e.g., electronics, air conditioning). Production employees to be upgraded to maintenance mechanics.

PARTICIPANTS

- Over 16 years of age
- Full-time plant employees
- 50% less than high school graduates

PROGRAM

Skill training and upgrading

ABSTRACT INFORMATION

The program was begun as a result of discussions with personnel from the cooperating parties. The Vocational-Technical School had conducted a survey in 1973 to determine educational and training needs in a five-county area. The survey indicated industries needed trained maintenance personnel.

A program expansion for the Vocational-Technical School is planned to take effect in 1975. During the process of establishing an advisory committee for the school in the maintenance training area, personnel at Halstead indicated an immediate need for individuals to be upgraded and trained in the maintenance area. Mr. Millard, of Crowley's Ridge Vocational-Technical School helped the instructor develop objectives and lesson plans for the maintenance course. The Vocational-Technical School courses were scheduled to begin August 11, 1975.

1. A formal education and training needs assessment was conducted by instructors at the Vocational-Technical School during 1973. Industry's need for trained maintenance personnel was identified by this survey.

2. Program objectives were set by Halstead Metal Products personnel. The program is designed to upgrade skills of maintenance personnel.

3. The program instructor is a foreman at Halstead Metal Products. The instructor is skilled in the maintenance needs of the company.

4. The program ran 40 weeks, one afternoon per week, between 3-5 p.m. for personnel on the morning (8-4) and evening (4-12) shifts. All necessary instruction and training materials are supplied by Halstead Metal Products.

5. Pre-planning for the program was basically the needs assessment and resulting conversations between the cooperating parties to form an advisory committee for the school.

6. There is no written training contract between the cooperating parties.

7. The person to contact for administrative information about the program is Mr. Clyde Allen, Personnel Manager for Halstead Metal Products Company.

8. Personnel in the program are full-time employees of the company. However, individuals participating in the vocational-technical school programs (after August 1975) will be qualified for maintenance positions in several occupational fields.

9. Communications between the cooperating parties is encouraged. Information about the Halstead training program will be used to guide the development of the Crowley's Ridge Vocational-Technical School offerings for several industries in the five-county area.

10. Evaluation activities are coordinated by the program instructor who assesses each individual's progress.

11. Individuals participating in the Halstead program were selected by the company.

12. Counseling related to the skill training program is conducted by the instructor.

COOPERATING PARTIES

Industry	State Affiliated Agency
Simi Valley Adventist Hospital 2925 N. Sycamore Simi Valley, California	Simi Valley School District 3150 School Street Simi Valley, California 93065
Mr. Bill Gosse Hospital Administrator	Dr. William Hopp, Principal Adult Education Program

COOPERATION

Industry	State Affiliated Agency
· Provides on-site classroom and training facility	· Provides instructor · Classroom facilities · Program supervision

PURPOSE

Train individuals for Local Vocational Nurses (LVN)

PARTICIPANTS

- All 16 years of age or older
- Most have less than high school education
- A high percentage are placed in LVN positions in the local area after completion of the program

PROGRAM

LVN education and related skills program

ABSTRACT INFORMATION

The program is specified by the state according to standards for LVN training. The Simi Valley School District Adult Education program has the responsibility for screening applicants, identifying cooperating hospitals, obtaining state approval of the program and curriculum, obtaining the instructor, and scheduling the training with hospital administrators.

Approximately 60% of the students in the program have less than a high school education.

1. The need for the LVN program has been identified by participants, instructors, and discussions with the local employment office in Ventura County. Dr. Hopp has the responsibility of gathering these pieces of information and blending these into a coordinated program.

2. Program objectives are specified by state guidelines for LVN training. In order to quality as an LVN the Nursing Board has identified certain criteria or standards.

3. The LVN program staff are hired by the Simi Valley School. The instructors are registered nurses and certified by the state.

4. Commercial materials are used for program instruction. There are two basic texts approved by the state for the program.

5. Pre-planning activities were basically the discussions between Simi Valley School District staff and the hospital administrator, Mr. Gosse.

6. There is a written agreement between the cooperating parties. Also, the agreement can be cancelled by either party at the completion of the program. Cancellation is after the existing program is completed so students are not penalized.

7. The Allied Health program is the overall responsibility of Dr. Hopp. Day-to-day operations of the LVN program are the responsibility of Ms. Beth Reinke employed by the Simi Valley School District, Adult Education Division.

8. Job placement is accomplished by the LVN instructors. A high percentage of students are placed after completion of the program. Most students are placed in hospitals in the Ventura County region.

9. The LVN program director (Ms. Reinke) is responsible for keeping the lines of communication open with the hospital administrator (Mr. Gosse), the Simi Valley School District and the community concerning all school programs.

10. Basically, the measure of program success is placement of the individual in an LVN position. Also, successful passing of the State Board Examination.

11. Program participants are identified by referrals and program fliers, etc. Individuals apply for the program. They are tested, references are checked, they are interviewed and selection into the program is made by the school district staff.

12. Formal counseling services are provided by the school district staff. Services are available days and evenings five days a week. Counselors encourage participants to apply their LVN training toward the high school diploma. They are encouraged to take other courses and receive the LVN and high school diploma at the same time.

ADDITIONAL POINTS

In addition to the LVN program, there are approximately twenty-four additional health services area programs which are operating in a similar manner as far as selection, training procedures, etc. are concerned. Also, there is a comprehensive vocational program for adults.

COOPERATING PARTIES

Industry

Longmont Turkey Processing, Inc.
149 Kimbank
Longmont, Colorado 80501

Mr. James Dorsey

State Affiliated Agency

St. Vrain Valley Schools
District Re 1J
395 South Pratt Parkway
Longmont, Colorado 80501

Mr. Philip D. Mattoon

COOPERATION

Industry

- Provides facilities
- Some materials
- Release time
- Pay incentive for successful completion
- Evaluation of program

State Affiliated Agency

- Provides instructors
- Works with other agencies for class sites
- Portion of program costs
- Materials
- Evaluation of program

PURPOSE

Multi-phase training for plant employees including English as a second language, Conversational Spanish, methods of teaching new employees and management training for supervisory staff.

PARTICIPANTS

- All over 16 years of age
- All have not completed high school
- All are full-time plant employees

PROGRAM

Basic education, English as a second language, and supervisory training.

ABSTRACT INFORMATION

The program started in 1974 at the request of the industry. Mr. Dorsey of the industry contacted Mr. Mattoon regarding the need for reducing the employee turnover rate. Mr. Mattoon and Mr. Dorsey discussed the situation and worked out a program for dealing with the employment situation. The program has expanded into a four (4) phase operation:

Phase I	Instruct supervisory staff in basic teaching methods.
Phase II	English as a second language (both inside and outside the plant). In addition basic education for adults leading to the GED and high school diploma.
Phase III	Supervisory staff training.
Phase IV	Management training for supervisory staff (contracted to a local management training firm).

Most of the people participating in the cooperative program are Spanish speaking. A large number of the participants are women. St. Vrain Valley Schools have been involved in adult cooperative education programs for the past ten years.

1. No formal needs assessment or survey was conducted. The industry representative contacted Mr. Mattoon to seek assistance in determining the cause or causes for a high employee turnover rate.

2. Program objectives were discussed by Mr. Dorsey and Mr. Mattoon regarding the procedures to use in attempting to solve the company personnel problem.

3. Instructors for some of the program came from St. Vrain (phases I, II, III) and the local management training firm (phase IV).

4. Program materials are both commercial and teacher made. The materials are used in the English as a Second Language (phase II) and supervisory portions (phases I, II, IV) of the program. Classes are taught at the plant, in local churches and at St. Vrain.

5. Pre-planning for the program was the initial conversations between Mr. Mattoon and Mr. Dorsey.

6. There is no formal contractual agreement except in the case where the industry is billed by the school for the conduct of their part of the program.

7. Mr. Mattoon is the person in charge of the day-to-day program operations.

8. Upon successful completion of the various phases of the program employees are eligible for promotions to supervisory level positions.

9. While there is no written communication plan, the cooperating parties are in close contact regarding the function and results of the program.

10. Evaluation is basically the completion of GED, high school diploma, ability to communicate in English, and demonstration of successful supervisory or management practices. Evaluation responsibilities are essentially the instructors.

11. Most of the employees participating in the cooperative program have been identified and assigned by their company supervisors or the plant manager.

12. Informal counseling is done by the instructor. Formal counseling services are available from community agencies. Referrals for employment are coordinated by the local employment service.

ADDITIONAL POINTS

St. Vrain also participates in cooperative education programs for youth and work experience study programs for handicapped individuals.

COOPERATING PARTIES

Industry	State Affiliated Agencies
Hawaii Sightseeing Association P.O. Box 27322 Honolulu, Hawaii 96827	Department of Education P.O. Box 2360 Honolulu, Hawaii 96804
Mr. Edwin Paschoal	Ms. Barbara Mills

COOPERATION

Industry	State Affiliated Agency
· Provides participants · Provides facilities	· Provides instructor · Funding · Equipment

PURPOSE

To provide in-service and preparatory training in Hawaiian History, Culutre and Contemporary problems for employees of the Tourist Industry.

PARTICIPANTS

- Many participants with less than a high school education
- Some are currently employed, others are not
- All over 16 years old

PROGRAM

Skill training in the Hawaiian Tourist Industry

ABSTRACT INFORMATION

The program began some fifteen years ago as the tourist industry was developing in Hawaii. People were being hired in tourist related areas, notably bus drivers, and they lacked the necessary information to answer the many questions visitors asked. The state legislature saw the need to have these people trained and funneled money into the program. Persons are selected by industry or may enroll on their own and pay the fee. This "open admissions" policy resulted in a wide range of educational background among the participants.

1. No formal needs assessment was held. The need was seen by the legislators and those in the industry, because employees could not answer questions asked by tourists.

2. A wide range of persons were involved in the original objective setting.

3. Primarily the staff consists of Barbara Mills, whose background is a B.A. degree in Philosophy, graduate work in Education and Hawaiian Studies. Also one other person also teaches and her background is a B.A. degree in Education, graduate work in Education and Hawaiian Studies.

4. A library of materials is provided. Some of these include films, etc., which have been produced specifically for the program by Barbara Mills. The program is divided into these parts: (1) Basic, mainly in-class work; (2) Field Work, where most course work is out on the island learning different sites; and (3) Neighbor Island, where participants travel to other islands and learn about those sites. Courses are offered at a central place in the morning and evening. In a sense "hands-on" training is provided by the travel to the various sites.

5. During the pre-planning stage, people from all areas were involved, including the key unions whose people would be trained.

6. There is no formal contract, participants do pay though it may be reimbursed by the industry.

7. Day-to-day operations are handled by Mrs. Barbara Mills.

8. Though there is no job placement for those participants who are not employed, there is a certificate given which industries recognize as a good indication the person knows the subject area.

9. Mrs. Mills also maintains all contact with the State Department and industry. The participants are informed by Mrs. Mills as they attend classes of their expectations.

10. Evaluation is done via a means of testing the competencies in the program. Follow-up studies are conducted to determine how many students advanced in the Tourist Industry as a result of the training program.

11. Participants may elect to take the course on their own. However, many are asked by the industry to take the course. As time goes on, it is becoming more mandatory to take the course in order to work in the Tourist Industry.

12. Any academic counseling is done by Mrs. Mills.

COOPERATING PARTIES

Industry

Iowa Beef Processors
Dakota City, Nebraska

Mr. Gary Spiker
Assistant Personnel Manager

State Affiliated Agencies

Western Iowa Tech
4647 Stone Avenue
Box 265
Sioux City, Iowa 51102

Ms. Jane B. Sellen
Supervisor Adult Education

COOPERATION

Industry

- Provides on-site facilities
- Storage
- Pay teacher mileage
- Some supplies

State Affiliated Agency

- Provides teacher salary
- Program supervisor
- Instructional materials

PURPOSE

To provide opportunity for plant employees and their spouses to study for and pass the GED test.

PARTICIPANTS

- All over 16 years of age
- All have not completed high school
- All are plant employees

PROGRAM

Preparation for GED examination including basic education in reading, writing and computation.

ABSTRACT INFORMATION

The program began in May 1969, after initial discussions between Ms. Sellen, the Personnel Director, and other company staff. Ms. Sellen contacted Iowa Beef Processors and discussed programs offered by Western Iowa Tech and company needs. The personnel manager reviewed company files and identified several people who could benefit from passing the GED. As the program progressed the company encouraged qualification for the GED as a promotion incentive. Participation in the program is limited to company employees, spouses and children.

1. Company education needs were identified by an informal review of personnel files. The review identified several employees who had not completed high school. Then needs were discussed with Ms. Sellen and eventually used in the program planning process.

2. Program objectives were discussed by Ms. Sellen, Personnel Director, and other company personnel. These discussions resulted in the adoption of a company policy statement endorsing the program for employees. The cooperating parties, union representatives and in some cases individual participants were asked for their inputs to developing the program.

3. The program staff includes a teacher, program sponsor and support from the company assistant personnel manager. The teacher has had several years experience working with adults.

4. The materials used in the program are prepared commercially for individualized instructions. The teacher works with employees one day per week between 1-4:30 p.m. at the plant site. This makes contacts possible before or after a shift. No company time is involved.

5. Pre-planning activities included the initial discussions between cooperating parties and a discussion with participants. The teacher, adult education supervisor, personnel manager and other company staff met informally with employees to discuss the program, desired outcomes and benefits to participants.

6. There is no formal agreement between the cooperating parties for the program.

7. Ms. Sellen is the program administrator for day-to-day operations of the program.

8. Promotions and placement on new positions is part of the incentive mechanism encouraged by the company for participating in the program.

9. Communications between cooperating parties are generally informal. The supervisor and teacher share information about the program and progress of participants. The teacher and personnel manager are in contact at the plant site regarding program operations and progress of participants.

10. Measures of success are the identified goals of the participant plus qualification for the GED certificate.

11. Employees are encouraged to participate by the company and program staff. Newsletters, fliers and announcements are used to recruit employees for the program. Most new employees know that the program exists from interviews and discussions as they begin work at the company.

12. Informal counseling services are provided by the teacher. In-service education related to counseling has been provided by teachers representing Western Iowa Tech.

During the employment interview, new employees are informed of educational opportunities offered at the company and other community services.

ADDITIONAL POINTS

The Iowa Beef Processors plant is located in Nebraska. Personnel from Western Iowa Tech and Nebraska schools cooperate in the delivery of the program at Iowa Beef Processors. Credit for involvement of employees goes to the school in their state of residence.

COOPERATING PARTIES

Industry

Bendix-Westinghouse
U.S. 421
Frankfort, Kentucky 40601

Bendix Heavy Vehicle Systems
901 Cleveland Street
Elyria, Ohio 44035
(Main Plant)

Mr. Craig Tsiminakis, Manager
Training and Management
Development

State Affiliated Agencies

Franklin County School
916 East Main Street
Frankfort, Kentucky 40601

Mr. Elmer C. Moore
Director of Instruction

COOPERATION

Industry

- Provides class meeting facility

State Affiliated Agencies

- Provides two teachers
- Part-time counselor
- Program administration
- Student books or texts

PURPOSE

GED - High school equivalency certificate

PARTICIPANTS

- Over 16 years of age
- Have not completed high school
- Employees of Bendix H.V.S.G.

PROGRAM

GED training in basic education including math, science, social studies, grammar and literature.

ABSTRACT INFORMATION

The program began at the request of Mr. Tsiminakis to Mr. Moore at the Franklin County Schools. Industry representatives were interested in their employees upgrading their education level. Mr. Moore organized the program, identified the teachers and worked with Bendix personnel to set up the classes. Mr. Tsiminakis surveyed Bendix employees in the Franklin County area and identified approximately forty who would be interested in the program. The program was set up in the plant. Employees on 1st and 3rd shifts were able to participate.

1. Mr. Tsiminakis conducted an informal survey of the basic education needs of employees. These needs were discussed with Mr. Moore and the GED training program was established for employees.

2. The program objectives are to upgrade basic education skills of Bendix employees. The instructor and counselor discuss participant objectives on an individual basis.

3. Program staff includes two instructors, each with more than five years adult teaching experience, a counselor available on a part-time basis and a program administrator.

4. The teachers use commercial materials especially prepared for individualized instruction. These materials are purchased by the Franklin County Schools. Classes are held three hours per night, two nights per week. This particular program will end May 1975.

5. Pre-planning activities were essentially the initial discussions between Mr. Moore and Mr. Tsiminakis.

6. There is no written contract between the cooperating parties for the program. Employees are not charged for participating in the program.

7. Mr. Moore, Director of Instruction, is the administrator for day-to-day operations of the program.

8. Employees are participating in the program to pass the requirements for the GED certificate. It is informally believed that employees who upgrade themselves will be eligible for promotions and raises.

9. The program administrator visits periodically with the program instructors, participants and employees representatives to discuss the program and student progress.

10. Measures of successful completion of the program is mainly the passing of the GED test. However, instructors also notice participant changes toward education and the desire to continue learning.

11. The employees participating in the program were identified by Mr. Tsiminakis, who contacted them for their willingness to participate. Interested employees were encouraged to participate.

12. A counselor is available to the program on a part-time basis. This person assists the instructors in determining individual goals and objectives.

ADDITIONAL POINTS

The Franklin County Schools are willing to continue the GED and other programs if needed by employees at Bendix or other industries.

COOPERATING PARTIES

Industry	State Affiliated Agency
B. F. Trappey and Sons Mr. Randolph Trappey P.O. Box 3386 Lafayette, Louisiana 70501	Louisiana State Department of Education 18th Street Lafayette, Louisiana 70501 Project "Apple Core" Local Administrator, Mr. Robert Arceneaux

COOPERATION

Industry	State Affiliated Agency
· Provides the training site · Release time for participants · Will pay hourly rate for those attending	· Provides instructors · Provides paraprofessional aides · Provides supervision

PURPOSE

Project "Apple Core"* is designed to aid employed persons, improve academic and occupational skills necessary to retain and/or advance in their employment.

PARTICIPANTS

- Over 16 years of age
- Have not completed high school - functioning below fifth grade level
- Full-time employees of company

PROGRAM

Basic education in math, reading and preparation for GED.

ABSTRACT INFORMATION

The "Apple Core" program was conceptualized by a number of people in the Lafayette area (e.g., mayor of Lafayette, vocational rehabilitation counselor, personnel with other local services agencies and Mr. Arceneaux). The program is designed to help the under-employed individual become a better employee through the cooperation of his current employer and Project "Apple Core."

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*Adult Prescriptive Program for Level of Employment Career Oriented Education APPLE CORE

The program with B. F. Trappey and Sons began with discussions between Mr. Arceneaux and Mr. Trappey. Following the initial discussions, Apple Core staff met with the plant personnel manager, four plant managers, supervisors and employers to identify specific educational needs (e.g., reading and math skills).

1. No formal needs assessment has been made, however, employer and employee needs have been identified through personal interviews.

2. Program objectives were established by Mr. Trappey, plant supervisors, participants and Apple Core staff.

3. The Apple Core staff working with Trappey personnel includes a teacher with a B.S. degree and experience in working with adults and two student teacher aids who are available for assisting with the basic education instruction.

4. Commercial and teacher-made materials are used by the participants. As much as possible materials are adapted from the forms, reports, and flow of activities participants experience at the plant. Classes are held at the plant. Participants were initially given release time, but now that the work schedule has changed they will be monetarily reimbursed on a pro-rated basis of attendance.

5. Pre-planning activities involved Trappey personnel and Project Apple Core staff. The discussions involved certain individuals whose potential at the plant would be enhanced through academic and occupational upgrading.

6. There is no formal contractual agreement between the cooperating parties.

7. The director of Adult Education for Louisiana is Mrs. LaVerne Knotts with the local administration for Project Apple Core being Mr. Robert Arceneaux.

8. All program participants are currently employed. However, they have the potential of being promoted by their employer upon their improvement in reading and math skills.

9. All participants are interviewed for the purpose of establishing their goals for the program. Instructors keep supervisors and Mr. Arceneaux informed of participant progress.

10. Evaluation is keyed to individual attendance, retention and progress in reading and math.

11. Program participants are selected by the supervisors at the Trappey plant.

12. Informal counseling of program participants is provided by the instructor, teacher's aides and Project Apple Core staff.

ADDITIONAL POINTS

The cooperative education and training activities stimulated by Project Apple Core started with the public service occupations in Lafayette. Participants were so successful in being upgraded on the job that other agencies requested planning and teaching services. No organized effort has been developed to contact industry on a large scale. The program with B. F. Trappey and Sons was started as a result of Mr. Arceneaux and Mr. Trappey discussing the Apple Core Project.

COOPERATING PARTIES

Industry

Converse Rubber Company
Presque Isle, Maine 04769
Sherman Currie

State Affiliated Agency

Adult Education Office
M.S.A.D. No. 1
Douglas McGowan
AND
Adult Education Office
N.M.V.T.J.
Seth Gilman
Presque Isle, Maine 04769

COOPERATION

Industry

- Pays for release time for participants
- Grants monetary incentive

State Affiliated Agency

- Provides teacher
- Provides materials
- Provides facilities

PURPOSE

To provide high school equivalency training in preparation for plant employees to qualify for GED and offer first line supervisory personnel a Human Relations Course.

PARTICIPANTS

- All over 16
- Most have not completed high school
- All full-time plant employees

PROGRAM

Pre-GED training in basic education and a Human Relations Course for first line supervisors.

ABSTRACT INFORMATION

The program began with Mr. McGowan and Mr. Gilman making a presentation to the local Chamber of Commerce to discuss their willingness to provide educational services to local industries. This led to a meeting with Mr. Sherman Currie of Converse and the establishment of the supervisor's Human Relations program. Later the high school equivalency program was developed. The cooperative program has been in operation for a year at the time of this interview. There are some 56 persons included at the present time with 100 expected by spring.

1. While the needs assessment was not formal, the Converse Company did assign a person to look at employment records to see how many people at the plant did not have a high school diploma and further to see how many lacked basic skills. Additionally, it was noticed that there were a large number of complaints weekly about the first line supervisors.

2. The program objectives were set by both agencies with a heavy emphasis on the industry needs.

3. The program instructor has had training in adult education. Also, this person had worked for Converse. He is employed both by the high school and the V.T.I. Counseling services are provided by Mr. McGowan and Mr. Gilman.

4. The classes are given at the Vocational/Technical Institute which is approximately a mile from the plant. Mail materials and reading materials are adopted from the plant situations. Other materials are of a general adult education nature, designed for adults.

5. Pre-planning was basically conversation between Mr. McGowan, Mr. Gilman, and Mr. Currie.

6. There is no written contractual agreement between the two parties.

7. Mr. McGowan and Mr. Gilman are in charge of day-to-day administration.

8. This program is not of a job placement type.

9. Close contact is maintained between the industry and educational agencies. Mr. Currie keeps the plant manager informed of program progress. Mr. Gilman and Mr. McGowan keep the participant informed of program information and Mr. Currie relates upgrading possibilities.

10. While there does not seem to be a formal evaluation carried out, success can be measured by several factors. Prior to the Human Relations program the plant was getting upwards of nine complaints a week, now they are getting nearly zero. A number of persons have passed the GED and some have entered night school in a vocational area. Also, there is a low dropout rate.

11. Students are recruited by the Converse Company. They are given paid release time. The program is "sold" as a self-development and job upgrading effort since high school graduation is a consideration in promotion. Further, there is a "bonus" given to those who graduate.

12. Counseling is carried out by Mr. McGowan and Mr. Gilman.

ADDITIONAL POINTS

An important point was made that the Educational Agency strives to serve the industry's goals. As an example, materials are adopted from in-plant experiences. Also, loyalty to the company is stressed. The participants are rewarded not only by the bonus but credit is given in the local newspaper. For the supervisory program, a dinner will be held and a certificate of completion will be given. There seems to be a positive feeling by the participants that the industry is showing an interest in them. There is also a cooperative program with a potato service company in Presque Isle.

COOPERATING PARTIES

Industry

Hedwin Corporation
1600 Rolling Heights Avenue
Baltimore, Maryland 21209

State Affiliated Agency

Catonsville Community College
800 South Rolling Road
Catonsville, Maryland 21228
Mr. Bob Critchlow
Mr. Bob Noble

COOPERATION

Industry

- Provides facilities
- Participant release time
- Equipment

State Affiliated Agency

- Provides teacher
- Funding
- Program content

PURPOSE

To upgrade and retrain maintenance mechanics in the basic fundamentals of the proper care of hand tools, valves, instruments, drive mechanisms and concepts of electricity and electronics.

PARTICIPANTS

- All over 16
- Most with under high school education
- All full-time plant employees

PROGRAM

Skill training

ABSTRACT INFORMATION

The program with Hedwin Corporation is one of a number of cooperative ventures for Catonsville Community College which have been started by the Office of Continuing Education. Mr. Noble, a staff member in that office, made contact with Hedwin Corporation to discover if there were educational services the C.C. could provide. The program in the use of mechanics tools grew out of this contact. Catonsville offers educational programs to industries in a wide range of areas, tailoring its services to industry needs.

1. Though there was no formal needs assessment performed by the industry, felt needs in the area of tool use led to the cooperative program.

2. The industry provided a topic area (i.e., mechanics tool usage) to Mr. Noble. He then got a person knowledgeable in that field to write the objectives and design the course. Personnel from industry and the college reviewed and revised the objectives with the instructor.

3. The program instructor had experience as a mechanic as well as being trained as an adult educator.

4. The materials were specially designed for this course, but can be transferred to other industries with similar training needs. The course is eight weeks in length and has been offered twice. It is held at the plant on Saturdays and participants are paid time and one half for attendance. The course has been video taped and will be presented to employees of the company's Indiana plant. Hands-on experience is provided, limited only by number of tools in classroom.

5. A committee is established for pre-planning activities. This advisory committee involves industry trainers, supervisors and educational persons (unions are involved where applicable). Catonsville makes use of these types of advisory panels on all cooperative ventures.

6. There is no written contractual agreement between the college and the industry. Participants are charged a small fee of $8.00 per person.

7. Day-to-day operational responsibilities are shared. Mr. Noble is involved in many such programs and uses additional people to follow programs.

8. Job placement depends on the company.

9. The cooperative parties keep in close contact. Management information is the responsibility of the personnel or training person in the plant. Participants are kept informed by the teacher and in-plant personnel.

10. Student evaluation forms are collected at the end of the program. Hedwin Corporation also asks for supervisor's report. A summary is made and passed on to the company.

11. Participants are asked to attend due to jobs they perform. Their attendance is voluntary, the work is recorded in their files, and they are paid for attendance.

12. Counseling services are available at Catonsville Community College but as yet the industry has not used them. Fifteen counselors are on hand for a wide range of counseling services.

ADDITIONAL POINTS

Mr. Noble was interested in the changing role of the community colleges to an institution which can provide a wide range of educational services to the community which include business. He stresses this in his contacts with industry.

COOPERATING PARTIES

Industry

John Hancock Mutual Life
Insurance Company
Career Education
200 Berkeley Street
Boston, Massachusetts
Ms. Karen Keep

State Affiliated Agency

State Department of Education
Massachusetts - Adult Services
182 Tremont Street
Boston, Massachusetts
Dr. Harold McNulty

COOPERATION

Industry

- Provides facilities
- Provides funding
- Provides materials
- Recruits participants

State Affiliated Agency

- Approves curriculum
- Reviews staff
- Provides graduation certificates

PURPOSE

Provide GED, basic education, and job skill courses for people who have never finished high school.

PARTICIPANTS

- Over 16 years of age
- Have not completed high school
- Not primarily for John Hancock employees

PROGRAM

Adult Basic Education, GED, and skill training are offered.

ABSTRACT INFORMATION

This program is unique in that it is not designed primarily for John Hancock employees, though they may elect to participate. Rather, the program is sponsored by the company in response to a social responsibility to the Boston community. John Hancock funds the program and cooperates with the Massachusetts State Department of Education which approves the offered curriculum and reviews the teachers used in the program. The program began in 1968 with a felt need by the John Hancock Company and they then contacted the State Department. Approximately 1400 individuals have taken advantage of the opportunity provided by this program.

1. While no formal needs assessment was performed, John Hancock saw the need to help low educated adults obtain a high school equivalency and/or learn job skills.

2. Program objectives are primarily set by the industry with the advice of the state department. These objectives are reviewed regularly.

3. The teaching staff are all certified teachers from Boston and the surrounding area. Many have adult education experience and training, while others are primarily high school instructors.

4. The materials for each course are the responsibility of the teacher and are reviewed by the industry administration. Any materials which need to be purchased are paid for by John Hancock. Classes are held at the John Hancock home office building in Boston and free transportation is provided for some of the sections of Boston where the concentration of low educated persons is the greatest.

5. Early planning was a joint effort by John Hancock and the Massachusetts State Department. The curriculum is also reviewed and revised regularly.

6. There is no written contract. All funding for the program is provided by John Hancock. Teachers are under individual contract for each new program.

7. The day-to-day operations are taken care of by Ms. Keep.

8. There is no job placement component.

9. Ms. Keep is responsible for maintaining contact with management at John Hancock and for keeping in touch with state education officials.

10. One evaluation criteria is the number of persons who complete the GED. Also, some follow-up has been attempted to show that participants have been employed or have gone on to further education.

11. When the program was first beginning, there was some emphasis on advertising the program. At the five year mark, special TV ads also were used to recruit participants. In addition, the local Jobs Clearinghouse was involved. At this point, the most used type of recruitment is done by "word of mouth," newspaper advertisement, and local mailings.

12. Academic counseling is provided by Ms. Keep along with the help of the teaching staff.

ADDITIONAL POINTS

Classes meet two evenings a week for three hours each evening. There are two programs per school year: September through December and January through May. Students select two courses from a curriculum that is periodically reviewed and revised. The following courses are offered:

Typing 1 - Typing 2
Office Practice
Ten Key Adding Machine - Marchant Calculator
Basic Math
Basic Refresher English
Language Arts - Effective Reading
GED Preparation

COOPERATING PARTIES

Industry

Fisher Body Plant
401 North Verlinden
Lansing, Michigan 48933

Mr. R. Jay Kussmaul
Personnel Department

Mr. Edward Voorheis

Mr. John H. Berry
EEO Coordinator

State Affiliated Agency

Lansing School District
500 W. Lenawee
Lansing, Michigan 48933

Mrs. Catherine Jaffe
Assistant Director of Continuing Education

COOPERATION

Industry

- Provides facilities at the plant site
- Class equipment

State Affiliated Agency

- Provides a teacher
- Instructional materials
- Program supervision

PURPOSE

To make available educational facilities within the plant so students (employees) don't have to go elsewhere for classes. Students will be able to prepare for the GED or apply credits toward a high school diploma.

PARTICIPANTS

- All over 16 years of age
- All have not completed high school
- All are plant employees

PROGRAM

Basic education instruction in writing, reading, metric system in preparation for GED or credits toward high school diploma.

ABSTRACT INFORMATION

The program is for plant employees to upgrade their basic education skills. Mr. Kussmaul's office conducted a survey of plant employees and found that a large number (approximately 1500) had not completed high school. His office contacted the

local school for assistance in meeting this need. Facilities are provided on site for instruction. However, no release time from work is provided for employees to participate in the program.

1. Mr. Kussmaul's office conducted a survey of plant employees to determine their level of education. He found approximately 1500 individuals lacked completing high school. This information was helpful in planning the educational program with Mrs. Jaffe's office.

2. The program objectives were determined by Mr. Kussmaul and Mrs. Jaffe to offer participation for the GED. However, as their program developed it was determined that more basic education instruction was needed by employees.

3. A teacher is supported by the local school district to work with program participants. The teacher has had several years experience in working with adults at the basic education level.

4. Commercial materials incorporating individualized procedures are used in the program. Each participant is allowed to progress at his own speed for a particular objective. Classes are taught at the plant site three days per week (M-T-W) from 2:45-6:00 p.m.

5. Pre-planning activities have been the initial discussions between Mr. Kussmaul and Mrs. Jaffe. These discussions reviewed the need for instruction, teacher availability and facilities.

6. There is no charge for the program participants. The program is available to employees on their own time before or after the 1st and 2nd shifts. There is no formal contractual agreement between the cooperating parties.

7. Mrs. Catherine Jaffe is the administrator for day-to-day operation of the program.

8. All participants are employees of Fisher Body. There is a need for upgrading, but this is not used as an incentive for promotions.

9. The teacher and program administrator meet regularly to discuss the program. The teacher works at the plant site and is the main contact with Mr. Kussmaul's office. Mrs. Jaffe and Mr. Kussmaul discuss the program periodically.

10. Measures of participant success in the program was initially identified as completing the GED. However, measures are identified as completing various levels (K-4, 5-6, 7-8 grades) within content areas such as reading, writing and computation.

11. Participants were self-selected in regard to the program. The plant survey identified 1500 potential participants. The education program was developed. Employees participated on their own time.

12. Informal counseling services are provided by the teacher.

ADDITIONAL POINTS

An additional program (two classes) is offered by the school at the union hall for the convenience of the employees.

COOPERATING PARTIES

Industry

Fisher Body Plant #2
General Motors Corporation
Grand Rapids, Michigan

Mr. Robert Goeble, Manufacturing and Training Director

State Affiliated Agencies

Grand Rapids Public School
Community Education Department
143 Bostwick, N.E.
Grand Rapids, Michigan 49502

Ms. Jean Enright
Coordinator of Industrial Program

COOPERATION

Industry

- Provides classroom space on site
- Assists in dissemination of promotional literature

State Affiliated Agency

- Provides instructors
- Materials and supplies
- Counseling assistance
- Program coordination

PURPOSE

The Community Education Industrial Program strives to meet the educational needs of employers and employees by a meaningful and convenient in-plant delivery system.

PARTICIPANTS

- All over 16 years of age
- Most have not completed high school
- All are full-time plant employees

PROGRAM

High school completion, GED, some job-related training, Grand Rapids College classes.

ABSTRACT INFORMATION

The program was initially designed to provide high school completion classes for industry as a convenience for employees. As programs developed, industry personnel have generated additional ideas for job-related and supervisory training for employees. Early 1975, approximately 2000 adults were taking part in the educational program in over 31 industrial plants in the Grand Rapids area. The program is three years old, producing approximately 350 graduates.

1. While no formal needs assessment was undertaken, initial discussions between Ms. Enright of the industrial program staff and personnel in various industries identified education needs of employees. The initial objective was to provide high school completion courses for employees. The program has expanded to include job-related training, management and supervisory courses for employees. Workshops, seminars, and in-services have been held with company management and unions.

2. Program objectives were set by the cooperating parties with labor representatives assisting in several programs.

3. There are over 60 staff members, approximately 25 of these people are full-time, working in the industrial program. These individuals have education and training in working with adults, teaching and counseling.

4. Most of the materials used in the classes are commercially prepared for individualized or independent study. Almost all classes are held at the plant site in cafeterias, conference rooms, and in two cases--union halls near the plant.

5. Pre-planning activities include the initial discussions with cooperating parties and program planning involving the instructors and advisory committees.

6. There is no written contract between the cooperating parties for the program.

7. The individual responsible for day-to-day administration of the industrial programs is Ms. Jean Enright, Coordinator.

8. In most cases there is no job placement program component.

9. Promotion of the program is a key feature. Fliers, posters, handouts, announcements, meetings, etc., are used to distribute information about program opportunities. Also, follow-up surveys are conducted to determine program participation and success. Ms. Enright and her staff keep industry management informed of classes, participation, content, and success.

10. Indications of successful programs are participant attitude surveys, high school completions, qualification for GED, and teacher evaluations. There is no formal evaluation plan for the program other than follow-up surveys.

11. Program promotion and publicity is the main recruiting method. Industry management and labor unions are helpful in identifying and receiving employees for the various programs. Programs are open to all employees who want to participate on their own time.

12. Program staff offers counseling assistance to employees. All high school completion planning for employees is done with the instructor's assistance.

ADDITIONAL POINTS

Promotion of the industrial program has been the key feature for involving over 31 industries in providing high school completion opportunities for over 2000 employees.

COOPERATING PARTIES

Industry

Northwestern National Bank
North American Office
615 North Seventh Street
Minneapolis, Minnesota 55411

Mr. Dennis Heaney

State Affiliated Agency

Minneapolis Public Schools
Adult Basic and Continuing
Education Center
300 Southeast Fifth Street
Minneapolis, Minnesota 55414

Mr. Lester V. Cziok

COOPERATION

Industry

- Provides funding for program
- Provides facility
- Provides publicity

State Affiliated Agency

- Conducts the program
- Selects and trains counselors, teachers, aides
- Plans curriculum

PURPOSE

To provide opportunity for high school completion (GED or diploma), guidance and counseling services, or refresher to any community resident in need of such service.

PARTICIPANTS

- All participants sixteen (16) years of age of older and out of school
- Most participants have less than a high school education
- Participants are community residents--Northwestern National Bank employees can use services

PROGRAM

Curriculum designed for individualized instruction leading to high school completion with emphasis on meeting the needs of the disadvantaged adult.

ABSTRACT INFORMATION

This program began in 1969 as one phase of Northwestern National Bank's overall effort to provide unique community services primarily for minority and disadvantaged residents. The bank was in the process of building a new branch office in the inner-city section of Minneapolis with the idea that 1900 square feet of floor space on the ground level be designed and used for community educational activities.

The Minneapolis Public Schools Community Educational Services department was contacted to assist with the planning for the utilization of this space and the establishing of an adult continuing education and guidance center program. Northwestern National Bank constructed and equipped three flexible classroom areas, office space, storage space and a special outside entrance to be used during non-business hours. The bank also accepted the Minneapolis Public Schools proposal to conduct the educational and counseling program three evenings a week from 6:30-9:30 p.m. on a year-round basis. Community residents can use these services, without any charge, anytime during these hours for counseling (career, academic, personal), high school completion (GED prep and diploma) or refresher. The guidance component also serves as a referral agency to other available community resources.

1. No formal needs assessment was taken. The bank's primary purpose was to perform a community service for disadvantaged adults and commissioned the Minneapolis Public Schools to provide educational services for these adults in the community.

2. The more specific program objectives were left solely to the Minneapolis Public Schools. Each year, however, the overall goals and accomplishments are reassessed before program continuation and funding is again proposed.

3. There is a certified counselor, three teachers and an aide on duty at all times the center is open. Four teachers and two counselors rotate duty. They are experienced and certified.

4. GED instruction is offered on an individualized basis. Working as a team, the teachers move from student to student, providing instruction to each student according to the individuals specific area of need. The materials are carefully selected and screened so that they are adult in appearance and in content. A wide variety of materials, programmed, traditional and specially prepared teacher-made materials are used in this program. The bank is located in the inner city; however, participants may come from anywhere in the metropolitan area.

5. The pre-planning began before the building was built and mainly involved representatives from Northwestern National Bank and Minneapolis Public Schools.

6. Each year Mr. Cziok prepares a proposal and detailed budget to be presented to the Northwestern National Bank. This proposal spells out services to be provided and funding levels needed. There is no cost to the participants. GED test fee is also paid by the Northwestern National Bank.

7. Mr. Cziok takes care of all day-to-day administration responsibilities.

8. Job placement at the bank is not a part of the program. However, the guidance component does provide career and occupational counseling.

9. Each year Mr. Cziok prepares a summary report for the bank. This includes the number of persons served in the guidance component, referrals, number of persons in GED and high school completion, number of diplomas, etc. Teachers and counselors keep the participants informed.

10. The above information (9) provides an evaluation of program progress and success. The program continues to grow each year. The bank, in 1973, followed-up on program graduates and found that they not only appreciated the opportunity to further their education but also were using the education for further study and for occupational advances. Dropouts are followed-up by aides to determine reasons for not completing and to encourage them to return if they so desire.

11. Participants are mainly recruited by referrals from community agencies and by word-of-mouth. Entry level testing is not required, but participants are encouraged to take a reading and a math test to determine their entry placement level.

12. Counseling (career, academic and personal) services are provided as a primary part of the program.

ADDITIONAL POINTS

Northwestern National Bank publicizes this program in its periodic newsletter and annual report. It has received a certificate of merit for public affairs in the seventh annual Gold Coin Awards competition sponsored by the Bank Marketing Association for its efforts in this area.

COOPERATING PARTIES

Industry	State Affiliated Agency
Mississippi Baptist Hospital 1190 North State Street Jackson, Mississippi 39201	Hinds Junior College Vocational-Technical Division 3925 Sunset Drive Jackson, Mississippi
Mrs. Mary Holyfield Director of Staff Development	Mr. Al Moore Director Mr. Bob Mullins Assistant Director

COOPERATION

Industry	State Affiliated Agency
· Provides the class facility · Provides books for participants	· Pays for instructors from Hinds Junior College

PURPOSE

Supervisory development and upgrading program

PARTICIPANTS

- All over 16 years of age
- Some have not completed high school
- All full-time employees of hospital

PROGRAM

First level of supervisory training

ABSTRACT INFORMATION

The program was initiated at the request of Mrs. Holyfield to Mr. Moore at Hinds Junior College. Mrs. Holyfield is on several educational advisory committees at Hinds Junior College. During one of the advisory committee discussions, Mr. Moore stated that Hinds Junior College would be willing to assist in the planning and conduct of education or training classes for adults with ten or more individuals participating.

Twenty people are currently enrolled in the supervisory development classes conducted at the hospital. The class is held one day per week for three hours for a total of twenty-four hours or eight weeks duration. Individuals participate on their own time without reimbursement.

1. The program needs assessment was in the form of Hospital Department Heads discussing the need for a trained first line supervisory staff. Those workers who had recently been promoted to supervisors needed some assistance in the performance of their new responsibilities.

2. Hospital Department Heads discussed program needs and objectives with Hinds Junior College staff. Program objectives emerged out of these discussions.

3. The program instructor is on the faculty of Hinds Junior College in the Adult Education Department. The State Department reimburses Hinds Junior College for the instructor's time on the program.

4. The classes are taught at the hospital one day per week. The text for the course is <u>You the Supervisor</u> which is purchased for the participants by the hospital.

5. Pre-planning activities for the program were essentially the discussions with personnel from the cooperating agencies.

6. There is no written contract between the cooperating parties. Participants attend the supervisory development classes free of charge.

7. The administrator for the day-to-day operations of the cooperative program is Mrs. Holyfield.

8. Since all participants are employed by the hospital there is no job placement service for students.

9. The program administrator, instructor and Hinds Junior College staff discuss the program infrequently or on an informal basis. No formal communication system is in operation for the program.

10. There is no formal evaluation component for the program.

11. Program participants were selected by Hospital Department Heads.

12. Informal counseling services are offered by the instructor. Formal counseling services are available through the Hospital Personnel Department.

ADDITIONAL POINTS

The second session began recently for assistant department heads, department heads and other management level personnel. The Director of Nursing Services wants the course scheduled for all head nurses.

The third session will be taught during the summer if demand warrants.

COOPERATING PARTIES

Industry	State Affiliated Agency
Taylor Machine Works Louisville, Mississippi Mr. Joe Livingston, Personnel Manager Mr. Taylor, Owner	East Central Junior College Decatur, Mississippi Mr. O. L. Newell State Department of Education Division of Vocational Education Box 771 Jackson, Mississippi 39205 Mr. Elwyn Wheat Mr. Ben Eppes

COOPERATION

Industry	State Affiliated Agency
· Provides vestibule training area	· Provides equipment training aids · Provides instructors, supervision

PURPOSE

Train employees (approximately 200) for expansion at Taylor Machine Works.

PARTICIPANTS

- Over 16 years of age
- All levels of education (generally less than high school)
- Plant employees

PROGRAM

Skill training (e.g., welding and machinist)

ABSTRACT INFORMATION

The program was begun at the request of the owner of Taylor Machine Works (Mr. Taylor). However, there was considerable promotion of the start-up training assistance in Mississippi by the (S.C.I.T.) State Coordinator of Industrial Training (Mr. Ben Eppes) and his staff. Through the promotional activities of S.C.I.T., Mr. Taylor was aware of assistance for employees in his business. An eight-hour training program for potential employees was begun which provides skill training in welding. As the individual progressed in his training, he was moved to a welding position in the plant.

1. The need for developing the training program was discussed by Mr. Taylor, Mr. Livingston, Mr. Eppes and representatives from East Central Junior College at Decatur, Mississippi.

2. The program objectives were set and plans were made at the initial meeting to implement the program.

3. The instructor for the program was identified as a retired former employee of Taylor Machine Works who knew the type of welding required for production.

4. The program itself is designed to train potential employees to be welders for Taylor Machine Works. A special area was prepared by the company at the plant site for training welders.

5. The pre-planning for the program was basically the initial conversations with the owner and the state education representatives.

6. There is a written contract between the cooperating parties for the program.

7. The administration of the program is shared between the cooperating parties (e.g., the State Department of Education) reimburses East Central Junior College (E.C.J.C.) for the instructors and supervisory time. The company identified the instructors with E.C.J.C. hired for the training. The company recruited the trainees and provided the training facility.

8. The program has a placement component where qualified trained welders are placed on the job by Taylor Machine Works.

9. The instructor is the key person who informs E.C.J.C. of the program activities, progress and qualifications of trainees.

10. The instructor is the on-site evaluator (e.g., determines when the trainee is ready to move into production welding).

11. The owner worked with the Employment Security Commission to identify and recruit welding trainees.

12. Some counseling services are available to trainees.

ADDITIONAL POINTS

The Taylor program is part of a state-wide coordinated service available to industry for start-up training. The industry can receive planning assistance from the state for identifying needs, setting objectives and conducting training for employees.

COOPERATING PARTIES

Industry	State Affiliated Agencies
Bi State Transit 39th and Park St. Louis, Missouri 63104	Carr Lane School 1004 N. Jefferson St. Louis, Missouri 63106
Ms. Jennie Laster Training Unit Supervisor	Mrs. Dell Doss, Director Adult Basic Education

COOPERATION

Industry	State Affiliated Agencies
· Provides the program facilities	· Provides two teachers, two aides and instructional materials · Supervision of program · Ongoing in-service training of staff

PURPOSE

Provide the opportunity for bus drivers to complete the qualification for GED exams and for personnel upgrading.

PARTICIPANTS

- All students over 16 years of age
- All students have not completed high school
- All students are company employees (can also include spouses)

PROGRAM

GED and personnel development

ABSTRACT INFORMATION

The Bi State Transit program was developed jointly by Mrs. Doss and Ms. Laster discussing the educational needs of Bi State Transit employees. Ms. Laster conducted a survey of employees to determine education levels and interest in participating in an educational program. The survey identified a substantial group of individuals who lacked their high school diploma and desired to improve their educational level. This information was used by Mrs. Doss to identify content, materials and teachers for the program.

1. A survey was conducted by Ms. Laster for Bi State Transit employees. This information was used in program planning by Mrs. Doss and Ms. Laster.

2. Objectives were set jointly by the cooperating parties and participants. In addition, the participants set their own objectives or goals as they enter the program.

3. The program staff include two teachers and two aides. All staff are certified by the state of Missouri.

4. Instructional materials for the program are both commercially prepared and teacher made. The materials are designed for individual use and progress. Individual learning plans are used by the students for work toward their identified goal, e.g., reading, writing, computation, GED, etc. Classes are held on-site two days a week at 9-12 a.m. and 6-9 p.m. to meet the unique schedules of Bi Transit employees.

5. Pre-planning activities included discussions between Mrs. Doss and Ms. Laster about employee needs and services offered by the Adult Basic Education Program.

6. There is a letter of agreement between the cooperating parties for delivery of services. Employees and spouses participate in the education program on a no-cost basis.

7. The administrator of the program on a day-to-day basis is Mrs. Dell Doss, Director of Adult Education.

8. The program was developed on an identified need via the employee survey. Participation in the program is an individual decision which has been encouraged by the company. However, participation does not guarantee promotions or job upgrading.

9. The cooperating parties are in constant communication regarding participants, content and progress. The teachers and program administrator also discuss and review the program weekly. Monthly and quarterly reports are prepared by the administrator highlighting participation, progress and dropouts.

10. Measures of success are the accomplishment of individual goals. Also as a goal is reached new goals are identified by the participants.

11. The employees are recruited on their expressed interest in participation (via the survey). Fliers, announcements and personal contacts were used to present the program to participants.

12. Informal counseling services are provided by the teachers for participants. Referrals are made to company and local counseling services.

ADDITIONAL POINTS

The program was developed on received information from employees. Participants identify and revise their individual program goals.

COOPERATING PARTIES

Industry	State Affiliated Agencies
Edahow Electronics Company RIAC Roswell, New Mexico	Eastern New Mexico University Roswell Campus Roswell, New Mexico 88201
Lowell Wilkerson	J. Karl Doss
	New Mexico School for the Deaf Sante Fe, New Mexico
	Mike James (Roswell)

COOPERATION

Industry	State Affiliated Agency
· Provides an instructor · Provides facilities · Provides equipment	· Provides faculty · Provides facilities · Provides funding · Provides equipment · Provides interpreters for deaf

PURPOSE

Train deaf students in the field of electronics assembly and provide general educational experience.

PARTICIPANTS

- Over 16 years of age
- Most with less than a high school graduation

PROGRAM

Skill training and assistance in math and reading

ABSTRACT INFORMATION

This program began after initial contact and planning had been done to have Eastern New Mexio and the School for the Deaf cooperate to provide education for deaf students. Mr. Doss suggested to Mr. Wilkerson of Edahow that deaf students might be trained in electronics assembly. This marked the beginning of this cooperative venture. Participants spend part of each day in math and reading related programs and part in skill training. The participants progress at their own pace.

1. There was no formal needs assessment as a part of this program.

2. The program objectives were established with inputs from people connected with the School for the Deaf, the University and Edahow management.

3. The staff teaching the related course work (math and reading) are faculty of Eastern New Mexico State, who had not up until this time has special training in the instruction of the deaf. The teachers in the electronics area are employees of Edahow. Both of these groups use the help of two interpreters provided by the School for the Deaf.

4. The math and reading courses are taught at the university and the electronics courses are taught at the company site. Students are self-paced and there is no set time for program completion.

5. Prior to program start-up Mr. Doss, Mr. James, and the personnel manager at Edahow met to make plans and work out problems related to the instruction of the deaf in this situation.

6. There is no written contract, and the participants do not pay anything.

7. Day-to-day administration duties are taken care of by Mr. Doss with the aid of Mr. James.

8. Participants, after completing the program, may work at Edahow or may find jobs at other electrical assembly plants. No formal job placement is a part of the program.

9. Mr. Doss maintains close contact with Mr. Wilkerson, the plant manager and Mr. James take responsibility for coordinating with the School for the Deaf.

10. There is no formal evaluation. Success is measured by the program completion.

11. Students are first screened and selected at the School for the Deaf through a battery of aptitude and educational level tests. Following this selection, further aptitude tests are given by Eastern New Mexico University to place students and determine reading level and math proficiency. These tests aid in placement into the self-paced program.

12. Counseling services are the responsibility of the School for the Deaf and also Mr. James gets to know the students and aids in minor problem solving.

COOPERATING PARTIES

Industry	State Affiliated Agency
Aluminum Company of America (ALCOA) Box 150 Massena, New York 13662 Mr. Hoysli Hathaway	State University of New York Agricultural and Technical College Canton, New York 13617 Mr. William Fournier

COOPERATION

Industry	State Affiliated Agency
· Provides participants · Facilities · Equipment	· Provides instructors · Materials · Program plan

PURPOSE

To upgrade the job skills of General Maintenance Foreman

PARTICIPANTS

- All over 16
- Some have less than a high school education (all are graduate apprentices from ALCOA's program)
- All full-time plant employees

PROGRAM

Skill upgrading for foremen who are supervising workers in areas the foremen may not be familiar with. Five separate trades were combined into one broad field and training was necessary not only for the journeymen but for their foremen as well.

ABSTRACT INFORMATION

Mr. Fournier has established, in the communities around the Agricultural and Technical College, continuing education advisory committees of people in industry, education and other walks of life. These advisory committees keep him in touch with business leaders. Mr. Hathaway from ALCOA is a member of one of these committees and he made the initial contact for the foremen program. The program is taught each Tuesday from 4:30 to 7:30 p.m. at the plant site. Some of the participants attend class during their regular shift while others come back to the plant after their shift is over to attend.

1. Though no formal needs assessment was performed, the industry saw through its department managers the desirability of this program.

2. The program objectives grew out of joint meetings with both cooperating agencies. The industry training administrators and department managers gave overall definition to the objectives, while the instructors who developed the course set specific objectives.

3. The instructors have had experience in engineering and are well acquainted with the field. In addition, they had extensive experience in continuing education for adults.

4. The materials and procedures for the course are developed expressly for this subject and group of participants. Classes are taught at the plant site, in an established classroom.

5. The pre-planning meetings were attended by Mr. Fournier, two faculty members and the chairman of the Department of Engineering Technology from the college and by the personnel manager and department manager from the industry. No formal planning document was produced.

6. There is no written contract. Mr. Fournier did write a letter expressing costs and services provided for ALCOA business office.

7. The teacher takes care of day-to-day activities with the aid of the ALCOA training administrator.

8. This program does not have a job placement component.

9. The advisory committee is one avenue of communication between the two agencies. Also the groups who did the pre-planning will get back together to review this program. The participants are mainly kept informed by the instructor and plant personnel staff.

10. The review meeting between the college staff and industry personnel who planned the program is the primary evaluation activity.

11. Participants are recruited and selected by the department manager where they work (participation is voluntary).

12. Any academic counseling is done by the teacher. He arrives early at the site and eats dinner with participants. This provides a chance to discuss problems. Any other counseling needed is the responsibility of ALCOA.

ADDITIONAL POINTS

This Agricultural and Technical College is strongly committed to continuing education. It is engaged in cooperative type programs with some ten industries in a county area. The advisory councils also cover such areas as criminal justice and senior citizens. Knowing the people and expressing an interest in providing educational services has created a positive atmosphere for cooperation.

COOPERATING PARTIES

Industry	State Affiliated Agencies
Myrtle Desk Company Box 1750 High Point, North Carolina 27261	Guilford Technical Institute (GTI) Jamestown, North Carolina 27282
Mr. Dean E. Gillette Training Director	Mr. Ben Gray, Associate Director of Occupational Extension Mr. James Bridges, Assistant Dean of Adult Education

COOPERATION

Industry	State Affiliated Agencies
· Provides facility, materials and pays employees · Provides teacher/ instructor for management training	· Provides basic education instructor · Planning assistance · Reimbursement to Myrtle Desk for courses

PURPOSE

To provide management training for supervisors and basic education for supervisors and employees.

PARTICIPANTS

- All participants are 16 years of age or over
- Most participants have not completed high school
- All participants are full-time plant employees

PROGRAM

Management training and Adult Basic Education (ABE)

ABSTRACT INFORMATION

The Myrtle Desk Company located in High Point, North Carolina employs approximately 550 people. Many of the employees have been with the company for several years and could benefit themselves and the company by participating in management and supervisory training. Mr. Gillette, Training Director for Myrtle Desk plant managers and other personnel identified the need for management and supervisory training for employees.

1. No formal needs assessment was conducted. However, it was evident to company management personnel that supervisory training was needed by employees.

2. The superintendent, plant manager, supervisors and the training director identified program objectives. Personnel from Guilford Technical Institute were also involved in setting the program objectives.

3. Mr. Gillette is the instructor for the management and supervisory training. The Adult Basic Education (ABE) instructor is hired by Guilford Technical Institute (GTI).

4. Materials used by the instructors are both commercial and teacher made. Mr. Gillette uses materials from previous training plus those identified by the Industrial Engineering Department and North Carolina State University in Raleigh, North Carolina and GTI. The ABLE "test" is used to identify reading and math levels of adults in the ABE class. Classes are taught on-site at the Myrtle Desk Company plant in High Point, North Carolina.

5. Pre-planning activities were essentially the discussions by company management and Guilford Technical Institute personnel.

6. There is no formal contractual agreement between the cooperating parties.

7. Mr. Gillette is the person responsible for day-to-day administration of the program.

8. After successful completion of the management and supervisory training, employees are eligible for promotions within the company.

9. The cooperating parties do keep in close communication regarding planning new programs, program functions and results.

10. There is no formal evaluation plan. Evaluation is the responsibility of the instructor and conducted on an individual participant basis.

11. All supervisory staff (approximately 60) are required to participate in the management and supervisory training. Participation in the basic education classes (ABE) is optional but encouraged on an individual basis by the Training Director.

12. No formal counseling services are offered by the program. Informal counseling is provided by the instructor with referrals to other persons or agencies.

ADDITIONAL POINTS

An average of three 10 to 12 week management development courses are held each year for management. Each course is 15 to 24 hours total or 45 to 62 hours a year.

These classes for each participant will lead him to a "State of North Carolina Department of Community College" diploma in management development.

COOPERATING PARTIES

Industry

Weyerhaeuser Company
Plymouth, North Carolina 27962

Weyerhaeuser Training Center
Wood Products--Engineering
Plymouth, North Carolina 27962
Ms. Johnsie Perkins

State Affiliated Agency

North Carolina Community College System

- Martin Technical Institute
  Williamston, North Carolina
- Roanoke-Chowan Technical Institute
  Ahoskie, North Carolina
  Mr. Bill Harrell, Director
- Craven Technical Institute
  New Bern, North Carolina
  Dr. Mike Henderson
  Dean of Instruction
- Coastal Carolina Community College
  Jacksonville, North Carolina
  Judi Marsh
  Instructor at Learning Center

COOPERATION

Industry

- Provides facilities at Weyerhaeuser plant sites in the state
- Provides some hardware materials
- Reimburses students in off-time hours and allows some students hours off during work time

State Affiliated Agency

Community college or technical institute

- Pays instructors' salaries
- Provides software materials
- Conducts staff development workshops

PURPOSE

To make available to every interested employee additional education geared to the individual's expressed goals and developed on a personal basis.

PARTICIPANTS

- Over 16 years old
- Have not completed high school
- Plant employees
- Other individuals from community

PROGRAM

Adult Basic Education and qualification for high school diploma (GED).

ABSTRACT INFORMATION

The Weyerhaeuser Company is interested in investing in its employees. This investment takes many forms--one is educational upgrading opportunities. The educational program was developed with representatives of the North Carolina Community College System at the request of Weyerhaeuser management. Approximately 20% of the hourly paid employees have participated in some aspect of the program (ABE, GED, Multiple Skills Training: clerical, maintenance, effective report writing, advanced math, etc.).

1. A formal needs assessment is not needed for a geographic area that has a low income level, low educational level and lacks employment opportunities.

2. Program objectives were established by Weyerhaeuser personnel from top and middle management levels, supervisory and clerical personnel, and community college representatives. Basic objectives were to provide adults opportunities to improve their reading and math skills.

3. Instructors are hired by the Community College System to provide guidance and instructional assistance to individuals in the program. Four full-time and one part-time instructors are employed at the different plant sites. Degrees range from a masters degree in educational administration to bachelor degrees in English and business education. Instructors have also participated in various workshops related to adults and basic education. There are two full-time instructors employed at the Weyerhaeuser plant site in Plymouth, one full-time instructor in New Bern and Jacksonville, and one part-time instructor at Lewiston.

4. The program consisting mainly of ABE- and GED-related experiences is based mainly on personalized or individualized instruction methods. Diagnostic assessments are made as the individual enters the program. Using the assessment information a personal educational plan is developed with the individual. Learning laboratory facilities at the plant sites make available appropriate software (books, etc.) and hardware (reading machines, etc.) to the program participant. All materials are adult oriented.

5. Pre-planning activities were carried out in the initial discussions with Weyerhaeuser Company and Community College personnel.

6. There is no formal contract between the cooperating parties.

7. The program is coordinated by staff at each location with Weyerhaeuser management and personnel at the respective community colleges acting in supporting roles.

8. The training program is aimed primarily for employees of Weyerhaeuser Company. One of the purposes of the program is to help employees gain many of the basic skills that will enable them to function better at their present work stations and thus become more promotable.

9. Communications within the Weyerhaeuser Company is an important factor to the program's success. Employees learn about the program through their contact with other employees enrolled in the program. Because of the support of management, supervisors are important in the communication process. Instructors at each center use house organs such as newsletters, telephone hot-line, and bulletin boards to communicate the program's benefits to employees.

10. In ABE, evaluation of the students' progress is made through the use of periodic grade level assessment in reading and math. The GED students reveal their progress through eventual completion of high school equivalency requirements.

11. All Weyerhaeuser employees and anyone from the local community is eligible to participate in the program.

12. Counseling activities are of the facilitation nature. The program's personnel act as a referral network for participants concerning consumer problems, guidance for those seeking to further their education through local institutions and medical assistance.

ADDITIONAL POINTS

The support of Weyerhaeuser management and the cooperation between management and the Community College System are key ingredients in the success of the program. Instructors at the centers teach in an informal atmosphere using positive reinforcement whenever possible. Weyerhaeuser contributes to the positive

reinforcement concept by paying employees their regular hourly wage for time spent in learning. Some divisions allow employees time off to come to the center to develop certain basic skills. Banquets are also given by Weyerhaeuser honoring program participants.

Labor organization personnel are informed of program activities through actual participation and other means (e.g., in-house news items, etc.).

COOPERATING PARTIES

Industry	State Affiliated Agencies
Armco Steel Company 1724 Linden Avenue Zanesville, Ohio 43701	Muskingum Area Technical College 400 Richards Road Zanesville, Ohio 43701
Mr. Homer Ralph Director of Training	Dr. Corwin, Coordinator Adult and Continuing Education

COOPERATION

Industry	State Affiliated Agency
· Identified participant · Pays tuition and fees for GED testing if successfully completed	· Provides classrooms, instructors and materials

PURPOSE

To upgrade Armco employees in their efforts to qualify for apprentice training.

PARTICIPANTS

- All over 16 years of age
- Some have not completed high school
- All full-time plant employees

PROGRAM

Related instructions to qualify for taking the apprenticeship examination.

ABSTRACT INFORMATION

The program was started on the request of Armco Steel Company. Several employees needed instruction in basic math and physics to qualify for taking the examination to become an apprentice. The company training director, labor representative and coordinator of adult programs at Muskingum discussed the type of program needed by employees. The school agreed to provide the instructor and facility; the company pays the tuition and fees upon successful completion of the apprenticeship exam.

1. Mr. Ralph knew that several employees did not qualify for apprenticeship training at Armco. He also knew that the Muskingum Area Technical College (MATC) would provide remedial and related instruction for ten or more individuals upon request.

2. The program objectives were specified by Mr. Ralph at Armco and discussed with Dr. Corwin at MATC. The labor union representatives were informed of the planned program for pre-apprenticeship training.

3. The instructor is an employee from Armco and familiar with the apprenticeship training requirements. He is hired by MATC to teach the remedial and related instruction for the employees.

4. The program is designed for 160 quarter hours. Each quarter contains 40 hours meeting one night per week for four hours. Classes meet at MATC. The instructor uses commercially prepared materials for the math, physics, mechanics and levers instruction.

5. Pre-planning activities were basically the initial discussions with representatives of Armco and MATC.

6. There is a written contract between the cooperating parties which specifies that MATC supplies the instructor and 40 hours instruction per quarter and Armco pays tuition. If the employee successfully completes the instruction, becomes eligible to take the apprenticeship exam, and passes the exam, Armco will pay all expenses.

7. Dr. Corwin and Dr. Joseph Arnold are administrators of the pre-apprenticeship training on a day-to-day basis.

8. If employees complete all requirements and pass the apprenticeship exam they are eligible for a $3.00 an hour raise from approximately $4.00/hour to approximately $7.00/hour.

9. There is a formal communications plan. Cooperating parties meet twice per quarter and discuss recommendations for changes. Weekly meetings are held with the instructor to review the program and suggestions for improvement.

10. Measures of successful completion of the pre-apprenticeship training is qualification for and passing the entrance requirements for apprenticeship training. This exam will be taken several weeks after the completion of the 160 quarter hours instruction.

11. Employees were selected by Armco for participating in the pre-apprentice training.

12. Counseling services are available at MATC through the guidance and counseling office. Audio tutors are available to the program participants for back work if needed.

COOPERATING PARTIES

Industry	State Affiliated Agencies
Packard Electric Division - General Motors 408 Dana Avenue, N.E. Warren, Ohio 44482	Adult Basic Education Warren City Schools P.O. Box 391 Warren, Ohio 44482
Mr. Carl Boyer Training Director	Mr. Scott C. Lehman Coordinator
Mr. William Lisby Assistant to the Training Director	

COOPERATION

Industry	State Affiliated Agency
· Provides class facilities on site, expendable supplies (pencil/paper), refreshments (coffee/ donuts) · Apprenticeship counseling · GED test fee payment	· Provides instructor, aide, instructional materials, storage cabinets · Program supervision · Individual counseling

PURPOSE

Provide adult basic and GED preparation training for non-high school graduate employees.

PARTICIPANTS

- All over 16 years of age
- All have not completed high school or the equivalent of a twelfth grade education
- All plant employees including those laid-off

PROGRAM

Adult basic education and GED test preparation instruction

ABSTRACT INFORMATION

The program for basic education and GED preparation training was started at the request of Mr. Carl Boyer of Packard in Warren. Mr. Scott Lehman had discussed adult basic and cooperative educational services with Packard personnel several months

prior to the request for starting the ABE/GED program. The program is open to all Packard employees and facilities for the classes are provided at the plant site. Classes are conducted two days per week from 1-6 p.m. for employees on all three shifts.

1. A formal assessment report was conducted by Mr. Lehman of adult education instruction at Packard. This report reviewed the first three months efforts and established a baseline for assessing future program development.

2. The program objectives were established by Mr. Boyer of Packard and Mr. Lehman of Warren City Schools in their initial discussions about developing the program. The program purpose is to provide basic education and GED preparation training for Packard employees.

3. Program instruction is conducted by two teachers and an aide. One teacher is available 1-4 p.m. each day, the other teacher is available 4-6 p.m. on the same days. The aide is available 1-6 p.m. each day. The instructors have several years experience teaching adults in the Warren City School system.

4. The program is designed for individually prescribed instruction. Commercial materials designed for adults to improve math, reading, spelling and other basic skills are used in the program. The classes are held in facilities provided by Packard at the plant site. Employees can go to classes prior to the start or at the end of shifts. A pre-test in reading, math and spelling is given for initial program level placement.

5. Pre-planning activities involving Mr. Boyer and Mr. Lehman were basically the initial discussion between the cooperating parties.

6. There is no formal written contractual agreement between the cooperating parties. Participants do not pay for the classes.

7. The administrators in charge of day-to-day operations is Mr. Lehman, Coordinator for Adult Education in the Warren City School System.

8. All program participants are employed by Packard. There is no formal job placement component in the program. However, as employees upgrade themselves, they can qualify for the apprenticeship exam and if successful, increase their pay level.

9. The administrators representing the cooperating parties discuss program content, participant success, and other program related topics on an informal basis.

10. The measure of program success is the number of people passing the GED, plus gathering program assessment and revision data using follow-up questionnaires with former students.

11. Participation in the program is open to all Packard employees including those that are laid-off. Employees are encouraged to upgrade their education level and skills so they can get into apprentice programs. Packard makes their media and communications mechanisms (e.g., radio announcements and internal newsletters, etc.) available to the program administrators for announcing program activities. Packard considers this one of many major efforts in providing affirmative action for minorities and females.

12. Both formal and informal counseling services are available to program participants. The apprenticeship coordinator, Mr. Elmer Sabo, offers counseling services about the GED and apprenticeship program. The program teachers and adult education coordinator provide informal counseling services for program participants upon request.

ADDITIONAL POINTS

Cooperative educational activities are operating in five (5) areas co-sponsored by Warren City Schools and:

1. Packard
2. Local hospitals
3. Senior citizen groups
4. Copperweld Steel Company
5. Continuing Education Department, Trumbull Branch, Kent State University

COOPERATING PARTIES

Industry	State Affiliated Agency
Goodyear Atomic Corporation P.O. Box 628 Piketon, Ohio 45661 Mr. Dave Dautel	Piketon City Schools 142 Ohio Avenue Piketon, Ohio 45661 Mr. Max Way

COOPERATION

Industry	State Affiliated Agency
· Provides learning lab on plant site · Provides learning materials · Pays GED fee · Recruits participants	· Provides teacher · Teacher in-service training · Program plan

PURPOSE

To provide high school equivalency training in preparation for plant employees to qualify for GED.

PARTICIPANTS

- All over 16
- All have not completed high school
- All full-time plant employees

PROGRAM

Pre-GED training in basic education including reading, computational and writing.

ABSTRACT INFORMATION

The program began with a question by Mr. Max Way as to the number of persons at the Goodyear plant without a high school education. Upon checking it was discovered that some 200 people in various parts of the company lacked a high school diploma. A program was established whereby participants could attend classes either one hour prior to the 4 to 11 shift or one hour following the 7 to 4 shift two or three times per week in order to prepare for the GED equivalency test. The program has been in operation for 2-1/2 years and over 60 persons have completed the available program.

1. While no formal needs assessment was undertaken, the discovery of the number of persons who did not have a high school education and survey to find those who would be interested in the program did provide some information prior to objective setting survey. Industry needs were not formally assessed but the need for personnel with high school equivalency and advancement requirements were taken into account.

2. The program objectives were set by both agencies being involved. Others such as participants and supervisors were not actively involved. No written list of objectives exist at the present time. Objectives relate to program objectives for local adult basic education programs.

3. The program instructor has had extensive experience and training in adult education herself getting a GED a number of years ago by the same method. In-service training is given periodically by the school system in adult education and counesling.

4. The program is of a self-paced nature where participants take as long as necessary to complete the prescribed course of study. The instructional packages are specifically designed for adults to master the skills necessary to pass the GED test. The learning lab on the plant site is accessible to participants and well designed for adults.

5. The pre-planning for the program was basically some conversations between Mr. Dautel and Mr. Way. There was no participation by the various groups but the local union was notified of the program plans.

6. There is no written contract and agreement for the program between the two cooperating parties and participants have no monetary input. Scioto Valley Schools do have a contract with Goodyear Atomic which covers the cost of application for and administration of GED testing.

7. While Mr. Dautel is in charge of in-plant programs, the administration of this program is shared with Mr. Way, to whom the teacher reports. There is no advisory committee and no special or written responsibilities for administration.

8. This program does not have a job placement component.

9. While there is no written plan for communication, the co-operating parties do keep in close touch, usually by Mr. Way making frequent trips to the plant. Participants are made fully aware of the program via their supervisors and personal interview with Mr. Dautel. Mr. Way also keeps in touch with other organizations to inform them of program progress. Mr. Dautel keeps the local union informed of progress and a newsletter informs all parties of successful participants.

10. Evaluation and follow-up are included as a part of Scioto Valley's annual ABE evaluation. Impact data, promotions and job upgrading are all included in this report. Plant personnel indicate that educational opportunities are excellent employee relations tools.

11. Though no written plan for accepting students exists, recruitment plans are fairly clear. On-the-job supervisors ask identified workers if they would like to participate. Also, as workers are hired, if they have no high school education, they are asked if they would like to participate. The program is "sold" to the participants as a self-development effort not a job upgrading possibility. However, some job classifications are not open to those without a high school education and this does act as an incentive. Advertising is also done by means of an in-house newspaper.

12. Counseling from the academic side is done by the teacher. Personal counseling is offered by the plant personnel office. No written referral plan exists.

COOPERATING PARTIES

Industry	State Affiliated Agency
Walter Moyer Company* 400 W. Main Street Ephrata, Pennsylvania Mrs. Alma Althouse	Adult Education IU 13 (IU = Intermediate Unit) 1383 Arcadia Drive Lancaster, Pennsylvania 17604 Mrs. Sherry Royce

COOPERATION

Industry	State Affiliated Agency
· Provides participants release time · Provides facilities · Provides equipment	· Provides instructor · Provides funding · Provides some equipment and materials

PURPOSE

Upgrade the basic skills in reading, grammar, and math so that the participant can pass the GED test.

PARTICIPANTS

- Over 16 years of age
- All have not completed high school
- Not all participants at the Moyer Company program are plant employees. Other programs which have been in operation have been exclusively for employees.

PROGRAM

Pre-GED training

ABSTRACT INFORMATION

This state adult education agency has a very wide range of programs in cooperation with local business and industries. The pre-GED program discussed here is one of the oldest efforts; now IU 13 is involved in industry-based English-as-a-second-language programs for a number of different ethnic groups. These ESL programs are designed to relate directly to such areas as on-the-job needs, driver training, etc. Now this unit is planning cooperative programs for women returning to the work force and pre-retirement planning. This GED program, which began

*This adult education IU cooperates with many industries throughout the Lancaster, Pennsylvania area. A list is attached.

in 1967 with efforts from IU 13, is still going on, operates in a "rotating industry" pattern, where the program moves from industry to industry and returns on a periodic basis as the need arises.

1. Industries, such as Moyer above, do periodic surveys of their employees to determine the number of those with less than a high school education. Also, a survey of local schools was done to determine the number of persons in the area without a high school education. The need for the ESL program arose out of a large influx of foreign workers in the past five years.

2. Program objectives are set with the involvement of Mrs. Royce from IU 13 and industry personnel or management staff. Sometimes supervisors are involved.

3. The instructors depend on when the program is offered and type of effort. For in-plant, daytime programs, IU 13 employs part-time specially trained GED teachers. As an example, one of these people taught GED for the U.S. Army. Other instructors come from local schools and are often counselors or administrators rather than high school subject teachers.

4. Materials used in the course are a combination of commercial educational material such as the Cambridge GED Series and Spectrum Math. Also, there are teacher-made materials for specific needs and objectives.

5. Pre-planning was (and continues to be) a joint effort between Mrs. Royce and industry personnel. Unions have not been involved. Sometimes industry supervisors are consulted in pre-planning.

6. There is no written contract and participants are not required to pay anything.

7. Mrs. Royce and her staff take care of day-to-day administrative duties.

8. Job placement is not a part of this program. It is in some other IU 13 programs.

9. Mrs. Royce and her staff maintain regular contact with industry personnel through many sources. At this point, many industries feel they can call IU 13 as new problems arise or old needs are reaffirmed.

10. Skill index tests are used to determine progress through levels. Figures are kept to show the number of GED entrants, dropouts, etc. To date, some 85% of those taking the GED pass.

11. In the Moyer program there are various methods used to advertise the program such as including fliers in the telephone bills of residents. Often this process involves the person's immediate supervisor.

12. Counseling services are available for all adult programs through IU 13.

ADDITIONAL POINTS

Other industries served:

GED Program

- RCA Corporation
- Howmet Corporation
- Armstrong Cork Company

ESL Program

- Victor Weaver Incorporated
- Frank Ix and Sons
- Grimes Poultry

COOPERATING PARTIES

Industry	State Affiliated Agency
B. F. Goodrich Company Highway 1 Elgin, South Carolina	Kershaw County Vocational Center Route 2 Camden, South Carolina 29020
Mr. Dale McMillian Personnel Manager	Dr. Gil Woolard, Director

COOPERATION

Industry	State Affiliated Agency
• Provides facility in plant for classes • Selected participants	• Provides instructor and instructorial materials

PURPOSE

To increase the computational and language arts skills of company employees.

PARTICIPANTS

- All over 16 years of age
- Most have not completed high school
- All are full-time industry employees

PROGRAM

Adult Basic Education

ABSTRACT INFORMATION

The cooperative program with B. F. Goodrich Company started approximately two years ago with a request by Mr. Dale McMillian, Personnel Manager, to Dr. Woolard. The design of this program began with discussions by personnel representing the cooperating parties. Specifically the Kershaw County Vocational Center Director, adult instructor, and business/industry coordinator met with Mr. McMillian to identify education and training needs. These discussions were video taped and shown to employees on all three shifts. The program was established with the company giving one hour release time with pay and the participants donated one hour of their time at the end of the first shift and beginning of the second shift (3-5 p.m.). Also classes were held at the end of the second shift and beginning of the third shift (2-4 a.m.). The classes met for a six-week time period.

Following the initial program the agencies cooperated on a second program where industry paid for the instructors.

1. An informal needs assessment was conducted by the cooperating parties in the initial program design discussions.

2. Program objectives were identified during the initial discussions with the cooperating parties. Essentially the objectives were to provide basic education instruction for company employees to upgrade their reading and computational skills.

3. The program instructor was a certified teacher in the business and occupations area with experience in teaching adults.

4. Commercial materials designed specifically for adults were used in the program. The instructor used materials from the Kershaw County Vocational Center to support her class work. The majority of materials are designed for individual learning procedures.

5. Pre-planning activities for the program were essentially the initial discussions with the cooperating parties.

6. There is no written contractual agreement between the cooperating parties for the program.

7. Dr. Gil Woolard is the administrator of the cooperative program on a day-to-day basis.

8. No formal job placement component exists for program participants. However, employees are better qualified to hold and progress in their job after participating in the program. Students are currently employed.

9. Personnel representing the cooperating parties informally discuss the program content, activities and successful completion by participants.

10. The initial discussions in planning the program specified levels of proficiency for successful completion. These levels of proficiency in reading and math computation guided the determination of participant success.

11. The personnel manager for B. F. Goodrich selected program participants.

12. Informal counseling service was provided by the instructor. Formal services are available at the Kershaw County Vocational Center.

ADDITIONAL POINTS

The Kershaw County Vocational Center is cooperating with several businesses and industries on a need basis--as a need is identified, solutions are generated and activities begun. Programs are run for specific periods of time and terminated. New programs are designed as needs emerge.

Other cooperative programs underway at the Kershaw County Vocational Center include:

1. Supervisory Practices (for new front-line supervisors), in plant.

2. Plant Mechanic Technology (for currently employed helpers) has an ABE component.

3. Instant Manpower (short-term skill training with ABE component) by Daniels Company.

COOPERATING PARTIES

Industry	State Affiliated Agency
Johnston Testers, Incorporated Sugarland, Texas	Wharton County Junior College 911 Boling Highway Wharton, Texas 77488
Mr. John Bogard	Dr. John Brooks

COOPERATION

Industry	State Affiliated Agency
• Provides facilities • Provides equipment • Provides funding	• Provides faculty • May provide equipment

PURPOSE

Provide training to Johnston for upgrading employees to become machinists.

PARTICIPANTS

- Over 16 years of age
- Most have less than a high school education
- All are plant employees

PROGRAM

Skill training in the field of machine use.

ABSTRACT INFORMATION

Wharton County Junior College cooperates with many industries in its general geographic area. The industries, such as Johnston Testers, which manufactures products for oil production, have built a close relationship with the college and programs begin out of this open communication. This particular program includes four courses: (1) basic math as it relates to the work of machinists; (2) blueprint reading; (3) measurement as applied to machinists; and (4) machine techniques for the apprentice. The courses are offered at the plant prior to one shift and after another.

1. Dr. Brooks was not aware of any formal needs assessment undertaken on the part of Johnston. The need was apparent, however, since the industry advertised in the paper and could not hire (find) qualified machinists to meet their needs. Thus, the decision was made to upgrade current employees to meet the needs.

2. Objectives were set basically by Dr. Brooks and his selected faculty members with consultation of the personnel department people at Johnston.

3. The staff for this program, as well as most programs going on at this site, come from the faculty at Wharton County Junior College. The school has a large vocational education division with staff members with extensive experience and training in their areas of interest as well as in adult education. Qualified personnel based in the local community are used in the event college staff is unavailable.

4. The procedures of the classes are tailored to the industry. In fact, the course offered at the plant may be given between the late shifts, i.e., from 10:00 p.m. to midnight. Materials are selected and developed by the faculty members with input from Dr. Brooks and subject to approval of Johnston. All materials are for adult learners. Hands-on training is provided where needed and with company equipment primarily.

5. The pre-planning consists of a number of meetings between the Johnston person in charge, the faculty member and Dr. Brooks. Unions were not involved in the pre-planning.

6. After the various sessions, the people responsible for the program at Johnston, Dr. Brooks, and the faculty member prepare a paper which spells out what the program will do, the expected outcomes, the steps to be taken and how much all of it will cost. Though not a formal contract, this document does spell out the commitment of both parties.

7. Dr. Brooks takes care of day-to-day operations.

8. Since this is basically a program to upgrade current employees, there is no job placement. However, a Wharton County Junior College certificate of accomplishment and continuing education unit (CEU) is awarded to those who complete the courses. This certificate is highly esteemed by other industries and does aid the participant if he chooses to move.

9. Dr. Brooks and the assigned faculty are the main communication links with Johnston. The faculty keeps the participants aware of responsibilities, etc.

10. Most of the courses are evaluated on a competency basis (i.e., can the participant perform?).

11. Recruitment and selection are the responsibility of Johnston.

12. Any academic counseling is provided by the faculty member. Dr. Brooks would offer counseling services if requested by the industry.

APPENDIX A

PROJECT ADVISORY COMMITTEE (PANEL)

CONSULTANTS	REPRESENTING
Dr. Gary Beasley Southern Region Weyerhaeuser Company P.O. BOx 2288 Columbus, MS 39701	Industry
Dr. Luther H. Black, Director Adult Basic Education State Department of Education Little Rock, AR 72201	State, Adult Basic Education
Mr. Elmer E. Clausen, Director Adult Education State Department of Education P.O. Box 527 Olympia, WA 98501	State, Adult Education
Dr. William D. Dowling, Professor Ramseyer Hall, Room 160 29 West Woodruff Avenue The Ohio State University Columbus, OH 43210	University Adult, Vocational and Continuing Education
Dr. Abram Friedman Career and Continuing Education Los Angeles City Board of Education 450 North Grand Avenue, Room A-431 Los Angeles, CA 90012	Local School System and Regional Occupational Centers
Mr. William LeMaster UAW Educational Director Region 2-A Representative 1425 East McMillian Avenue Cincinnati, OH 45206	Labor Organization
Mr. James Miller Assistant Director Division of Federal Assistance Programs 933 High Street Worthington, OH 43085	State Department

CONSULTANTS	REPRESENTING
Mr. Vincent A. Miller Administrative Center General Manager, Consumer Affairs Training Whirlpool Corporation Benton Harbor, MI 49022	Industry and American Society for Training and Development (A.S.T.D. Past President)
Dr. Leonard Nadler, Professor George Washington University Washington, D.C.	University, Human Resources Development
Mr. James Sayer, Manager Education and Training Tektronix, Incorporated P.O. Box 500 Beaverton, OR 97077	Industry
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